

Comprehensive School Safety Plan

2025-26
School Year

School: Somis Union School District
CDS Code: 56726110000000
District: Somis Union School District
Address: 5268 North Street
Somis, CA 93066-9531

Date of Adoption: 3/10/26

Date of Update: 3/11/26

Date of Review:

- with Staff 3/4/26
- with Law Enforcement  SRO 3/6/26
- with Fire Authority  FIRE CAPTAIN 3/6/26

Approved by:

Name	Title	Signature	Date
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Robert Fulkerson, Board president x  3/10/26

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at School Office.

Safety Plan Vision

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

to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

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

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

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

A copy of the Comprehensive School Safety Plan is available for review in the School Office.

Safety Plan Vision

Students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. This will come about through the commitment of the superintendent/principal and staff of maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for professional conduct, responsible behavior and respect for others.

Components of the Comprehensive School Safety Plan (EC 32281)

Somis Union School District Safety Committee

As required, the committee included:

- The Superintendent/Principal
- A teacher and student
- A parent of a child who attends Somis School
- A classified employee.

Assessment of School Safety

The site administrator will work with staff, parents, students and community agencies to develop a comprehensive and functional document. Members from the school community will have the opportunity to review, comment and become familiar with the document. The document is meant to be reviewed to gain a broad perspective and will be presented to parents and staff before being adopted by the board.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Somis Union School District is committed to the safety and security of students, faculty, staff, and visitors on their campus. In order to support that commitment, the School Board has asked for a thorough review of the schools' emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters. The School Emergency and Crisis Response Plan that follows is the official policy of Somis Union School District. We support its recommendations and commit the schools' resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

Introduction: Purpose, Goal and Scope

Purpose

The purpose of this School Emergency Plan is to provide a framework of policies, procedures, guidelines, and organizational structure that enables Somis Union School District and its educational partners to effectively mitigate against, prepare for, respond to, and recover from all emergencies and disasters involving its school. This plan purposely does not address more specific responses demanded by the almost limitless variety of possible crises. Instead it provides a general framework for response, which in turn will guide more specific steps that a given situation demands, to be determined at the time of its occurrence by the School Emergency Team and emergency responders.

The plan is intended to :

1. Describe the initial actions of the staff immediately during and after an emergency event.
2. Establish the basic organizational structure and overall response strategy (who is in charge and what functions will be done) for sustained responses.
3. Provide information to help accomplish the functions (procedure checklists, maps, staff rosters, organization charts, medical

forms, telephone numbers, and checkout forms).

The organizational structure is modeled after the Incident Command System (ICS). ICS is a multi-hazard management system that can be used to manage the response to all foreseeable emergencies. The Incident Commander (highest ranking available staff) is solely responsible for the emergency response with the support of all staff. He/She must ensure that the ICS organization is properly staffed to respond to the incident. It is incumbent upon the Incident Commander to assess the current emergency and determine what, if any, parts of this plan will be activated and/or modified to best respond to the incident. The "Initial Response Checklist" section of the plan contains initial, incident-specific checklists. The Incident Commander must determine what, if any, actions are required beyond these initial steps (such as activating all or parts of the Incident Command System).

Goal

The goal of this plan is to ensure the safety of all members of the Somis Union School District community and to preserve the well being of the school and continuity of education through a rapid, coordinated, effective response to (and recovery from) emergencies and disasters.

Scope & Use

This plan is intended for use by school administrators, faculty, staff, students and emergency responders. It is also intended to inform parents and community leaders of the school’s planned actions in response to emergencies as a way of preparing families and local officials before an emergency occurs. This plan is intended for use in conjunction with the following resources:

- Emergency Procedure Chart
- Parent & Student Handbook

2025-26 Emergency Preparedness Drills

Earthquake:
Thursday, October 16, 2025

Shelter in Place:

March 2, 2026

Bus Evacuation:

March 23, 2026

Monthly Fire Drills:

- 09/16/25
- 10/16/25
- 11/19/25
- 12/15/25
- 01/28/26
- 02/10/26
- 03/11/26
- 04/16/26
- 05/21/26

The base plan format follows the Federal Emergency Management Agency's (FEMA) four phases of emergency management:

- Mitigation/Prevention addresses what Somis School can do to reduce and eliminate risk to life & property.
- Preparedness focuses on the process of planning for likely or worst-case scenarios. Response is devoted to the steps Somis School will take during an emergency.
- Recovery deals with how Somis School will restore the learning and teaching environment after an emergency. Somis Union School District Comprehensive Safety Plan: Revised _____.

The School Safety and Planning committee who reviewed and commented on the content of this document include:

Dr. Jesus Vaca Superintendent/Principal
Kyla Nolde, Teacher
Allison Brinkman, Teacher
Sarah Kennelty, Executive Assistant
Angela Perez, Office Manager
Juan Magana, Facilities Lead
Lourdes Ramirez, Counselor

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Somis Union School District - Board Policy 5141.4 Child Abuse Prevention and Reporting

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Superintendent or designee may provide a student who is a victim of abuse with school- based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

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

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6) The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect.

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

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

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

32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Somis Union School District- Administrative Regulation AR 5141.4 Child Abuse Prevention and Reporting

Definitions

Child abuse or neglect includes the following:

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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

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

Reportable Offenses

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

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

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

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166) When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166) Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

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

Somis Union School District
5268 North Street
Somis, CA 93066
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When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

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

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

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

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code

11167)

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

3.Internal Reporting

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

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

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

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

Training

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

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

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

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

Victim Interviews by Social Services

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

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

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

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

Parent/Guardian Complaints

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

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters. (cf. 1312.1 - Complaints Concerning District Employees) In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205. (cf. 1312.3 - Uniform Complaint Procedures)

Notifications

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

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

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

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

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

Disaster Plan

Roles and Responsibilities

Superintendent/Principal

This position is responsible for site disaster preparedness. Effective school leaders have to create a school environment where teachers thrive, and students achieve their greatest potential in a safe and nurturing school setting. As instructional leaders, principals maintain a constant presence in the school and in classrooms, listening to and observing what is taking place, assessing needs, and getting to know teachers and students. Principals set high expectations and standards for the academic, social, emotional, and physical development of all students. They bring together a wide range of educational partners within the school community, take into account the aspirations, and work to create a vision that reflects the full range and value of a school's mission. School leaders must mobilize the staff, students, parents, and community around the mission and shared values, as well as school improvement goals, and set the parameters of high expectations for the school.

Students

School safety is a shared responsibility, and as such, students are encouraged to report information to an adult when they see, hear or experience something that would jeopardize the safety of the school or anyone at the school. It is an individual student's responsibility to act in a respectful manner and to report anyone who is not acting respectfully in order to maintain a safe culture on campus.

Classified Staff

School support staff include a variety of staff members who provide specialized instructional support as well as support to students while they utilize school facilities. They play an important role in ensuring students are learning in a safe and supportive learning environment. They can foster positive, trusting relationships with students and improve school climate by encouraging parent and family involvement in education. Students relate well with school support staff on many occasions throughout the school day, support staff can model positive behavior and send positive messages to students. They should be familiar with their school site-specific roles in making sure all necessary information is on hand to account for and deal with issues such as student medication management, attendance/student release information, site utilities, and facility awareness.

Teachers

Teachers represent faculty and staff who are responsible for using a variety of instructional strategies to address individual students' strengths and needs, thereby ensuring each student has an opportunity to learn and succeed. As teachers work with students while providing instruction, they play a very important role in establishing a safe, supportive learning environment. Positive teacher-student relationships can have long-lasting effects on the social, emotional, and academic development of youth. Teachers can improve the school's environment by actively seeking to prevent physical violence, bullying, and emotional abuse in their classrooms and throughout the school by building relationships with students and staff.

School Counselor

School counselors are generally the first school-employed mental health professionals to interact with students as they commonly are involved in the provision of universal learning support to the whole school population. School counselors have specialized knowledge of curriculum and instruction and help screen students for the basic skills needed for a successful transition from cradle to college and career. School counselors focus on helping students address their academic, personal/social, and career development goals and needs by designing, implementing, and evaluating a comprehensive school counseling program that promotes and enhances student success. School counselors work to promote safe learning environments for all members of the school community and regularly monitor and respond to behavior issues that impact school climate, such as bullying, student interpersonal struggles, and student-teacher conflicts. Effective school counseling programs are a collaborative effort between the school counselor, teachers, families, and other educators to create an environment promoting student achievement, active engagement, equitable access to educational opportunities, and a rigorous curriculum for all students.

School Psychologist

School psychologists have relevant expertise and can provide a leadership voice to help school and district leaders establish effective measures across the school safety continuum. This ranges from promoting positive school climates, violence prevention efforts, and trauma-sensitive practices to conducting threat assessment and crisis preparedness, intervention, and recovery efforts. Importantly, school psychologists can help integrate school safety with ongoing positive behavior, social-emotional learning, effective discipline,

and school mental health services. School psychologists specialize in analyzing complex student and school problems and selecting and implementing appropriate evidence-based interventions to improve outcomes at home and school. School psychologists consult with teachers and parents to provide coordinated services and support for students struggling with learning disabilities, emotional and behavioral problems, and those experiencing anxiety, depression, emotional trauma, grief, and loss. They are regular members of school crisis teams and collaborate with school administrators and other educators to prevent and respond to crises. They have specialized training in conducting risk and threat assessments designed to identify students at-risk for harming themselves or others. School psychologists' training in evaluation, data collection, and interpretation can help ensure that decisions made about students, the school system, and related programs and learning supports are based on appropriate evidence.

Administration

Effective practice requires:

- Building consensus on a vision that reflects the core values of the school community to support student safety and well-being.
- Valuing and using diversity to enhance the learning of the entire school community.
- Broadening the framework for child development beyond academics.
- Developing a learning culture that is adaptive, collaborative, innovative, and supportive by taking into account the contributions of every member of the school staff.

Adaptations for Students with Disabilities

Students with disabilities will receive individualized emergency supports aligned with their IEPs and Section 504 plans. Assigned staff members will assist during drills and actual emergencies. Sensory, mobility, communication, behavioral, and medical needs will be addressed through pre-planning, staff training, and accessible emergency procedures.

Public Agency Use of School Buildings for Emergency Shelters

In the event of a natural disaster or catastrophe, Somis School will serve as an emergency center for the local community.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Somis Union School District, 5268 North Street, CA 93066

Notification of Extension of Suspension and Recommendation to Expel

To the Parent/Guardian of _____. Your student has been suspended from school as follows:

Date School Student's Phone Number ()

Suspension From: Day Time: Date: Grade Student ID Birthdate

Return: Day Time: Date: Suspension Code: Special Ed Student Yes No
EDUCATION CODE SECTION 48900

Following our conference regarding the extension of the suspension of your child, [Name of Student], I have decided to extend the suspension and recommend expulsion.

During the conference, we discussed the circumstances surrounding the incident of [Date]. The incident involved [Brief Description of the Incident].

I find that the return of your son to [Name of School] or to an alternative school placement in the District would cause a danger to persons or property or a threat of disrupting the educational process. Therefore, I have decided to extend the suspension of John

Doe pending expulsion and have recommended expulsion. The suspension is based on the following conduct by your student:

- a.1. Caused, attempted to cause, or threatened to cause physical injury.
- a.2. Willfully used force or violence on another person, except in self-defense.
- b. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c. Possessed, used, sold, furnished, or been under the influence of any controlled substance, alcohol, or intoxicant
- d. Offered, arranged, or negotiated to sell a controlled substance, alcohol or intoxicant and then provided a replica substance.
- e. Attempted or committed robbery or extortion.

- f. Attempted or caused damage to school or private property.
- g. Attempted or stole school or private property.
- h. Possessed, or used a tobacco product.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Possessed, offered, arranged, or negotiated to sell drug paraphernalia.
- k. Disrupted school activities or defied school personnel.
- l. Knowingly received stolen school or private property.
- m. Possessed an imitation firearm.
- n. Attempted or committed sexual assault or committed a sexual battery.
- o. Harassed, threatened, or intimidated a student complainant or witness in a school disciplinary matter.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing.
- r. Engaged in an act of bullying.
- t. Aided or abetted in the attempted or infliction of physical injury to another. Expel only when connected to (a)
- .2 Committed sexual harassment. (Grades 4-12)
- .3 Attempted, threatened, caused, or participated in hate violence. (Grades 4-12)
- .4 Harassment, threats or intimidation creating an intimidating or hostile educational environment.(Grades 4-12)
- .7 Made terroristic threats against school officials or property.

EDUCATION CODE SECTION 48915 -Expulsion

****Report also all offenses in 48900****

The following offenses and those in 48900 (a) through (m) or 48900.2 or 48900.4 may also lead to a recommendation for expulsion:

- a.1.(A) Causing serious injury to another person, except in self-defense.
- a.1.(B) Possession of a knife, or other dangerous object of no reasonable use to the pupil.
- a.1.(C) Unlawful possession of any controlled substance except for the first offense for the possession of not more than one avoirdupois (by weight) ounce of marijuana, other than concentrated cannabis.
- a.1.(D) Robbery or extortion.
- a.1.(E) Assault or battery on any school employee.

For expulsion, the above must also have a finding of either of the following(48915(e)):

- (1) That other means of correction are not feasible or have repeatedly failed to

bring about the proper conduct.

(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The following offenses require suspension and recommendation for expulsion, further communication will follow:

- c.1. Sale, possession or furnishing a firearm. (Exception for imitation firearm)
- c.2. Brandishing a knife at another person. (See also EC 48915 (g))
- c.3. Selling a controlled substance.
- c.4. Attempted or committed sexual assault or committed sexual battery.
- c.5. Possession of an explosive.

Education Code 48911 (b)(c)(d)):

Student Conference Held Postponed until

Date: Time:

Total Days Suspended in the School Year:

Does the student have a 504 plan or IEP? ____ yes ____ no

If yes and suspended for 10 schooldays or more during the school year, manifestation determination meeting held? ____ yes ____ no

Police report made? ____ Yes ____ No

If yes, what agency? _____

Report # _____

During the suspension, your student is expected to remain at home under adult supervision and may not attend school activities or be on the school campus. The teacher may require your child to complete any assignments and tests missed during the period of suspension.

Parent Conference: A conference with you regarding this matter (will be)(was) held on _____ at _____ a.m./p.m.

You are

required by law to respond to this conference request without delay. Please contact me at _____.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Dangerous Students Notification

When the school becomes aware of a student who may pose a danger to the staff and other students, the information is immediately shared with the support personnel, the teacher, special education personnel, the nurse, the office staff and, if necessary, local law enforcement. A plan of action, including appropriate counsel and/or disciplinary procedures, are prepared and implemented.

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

BOARD POLICY 4119.11, 4219.11, 4319.11

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 - Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

ADMINISTRATIVE REGULATION: AR 4119.11, 4219.11, 4319.11

The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions:

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions:

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an

intimidating, hostile, or offensive work environment.

4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Superintendent/Principal
5268 North Street, Somis, CA 93066
805 386 8258
dr.vaca@staff.somisusd.org
(email)

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
 2. The types of conduct that constitute sexual harassment
 3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
 4. Strategies to prevent harassment in the workplace
 5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware
 6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
 7. The limited confidentiality of the complaint process
 8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
 9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
 10. What to do if the supervisor is personally accused of harassment
 11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed
- Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.
12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation
 13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)

5. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

BOARD POLICY BP 5132, Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

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

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Supervision of Students

Every morning as students arrive on campus, we have aides strategically assigned to designated areas to monitor activities.

During the recess and the lunch period, we have aides throughout the blacktop and playing areas. When students are dismissed at the end of the day, assigned certificated staff share supervision of the loading area and designated zones on campus to ensure students leave campus in a safe and orderly manner. Hand-held radios enhance routine and emergency communication efforts concerning students, staff, and campus facilities. The administrator, administrative support staff, aides and facilities personnel have access to radios; one radio is permanently located in the main office.

Visitors

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge.

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

Goal

Somis Union School District will maintain a safe, orderly, and inclusive school environment that protects the physical and emotional well-being of all students and staff, minimizes disruptions to instruction, and promotes a positive climate conducive to academic achievement and student engagement.

Component:

Distribution of Students

Element:

Student reunification with parents.

Opportunity for Improvement:

Improvement will be based on data.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Release students to parents/guardians in an orderly manner.	Staff will have current copies of student emergency cards. Students will only be released to adults listed on the emergency card.	Current student emergency cards, portable tables, chairs, pens and pencils	Lourdes Ramirez and Lori Jarrells	Verifying three (3) sets of current emergency cards are maintained on campus.

Goal

Somis Union School District will maintain a secure, clearly defined, and actively monitored school perimeter that prevents unauthorized access, ensures controlled entry during school hours, and supports a safe and orderly learning environment for all students and staff.

Component:

School Perimeter Security: The First Line of Defense

Element:

From a design standpoint, security should be thought as several layers, and the perimeter is that first layer of defense. Schools need to prevent unwanted intruders from entering the secure space that has been defined for students and staff. The primary line of defense helps protect students and faculty.

Opportunity for Improvement:

Will be based on response from event.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Secure school grounds to avoid intruders from entering.	Staff will work with community agencies such as fire, sheriff, police and California Highway Patrol to establish a calm and respectful environment.	Vests, identification badges, and script for directing community members.	Lupe Huerta and David Mitchell	Have ongoing communication with different agencies.

Goal

Somis Union School District will maintain a comprehensive First Aid and Triage system that ensures rapid, organized, and medically appropriate response to injuries or medical emergencies, minimizing harm, stabilizing individuals, and supporting a safe and orderly learning environment.

Component:

First Aid/Triage

Element:

The sorting and prioritization of injured or sick people, as well as disaster survivors according to their need for emergency care. Resource availability is also taken into account during this process.

Opportunity for Improvement:

Will be based on response to incident.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Sorting and prioritization of injured or sick people, as well as disaster survivors according to their need for emergency care. Resource availability is also taken into account during this process.	Team leaders will establish First Aid/Triage area and will direct outside agencies upon their arrival.	Bulk First Aid Kits, Walkies, CPR Face Masks, Tarps and Colored Vests	Allison and Maya	Maintain first aide supplies in every room.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Somis Union School District Student Conduct Code**

School safety remains our top priority at Somis School.

Conduct Code Procedures

BOARD POLICY BP 5144, Discipline

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designees strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed

by law.

The administrative staff at each school may develop disciplinary rules to meet the schools particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the districts comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the students behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the students health, well-being, and opportunity to learn. Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the districts local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

(K) Hate Crime Reporting Procedures and Policies

BOARD POLICY 5145.9, Hate-motivated Behavior

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

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member. Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the districts response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the districts uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

Tactical Responses to Criminal Incidents

Tactical Response to Criminal Incidents Including Active Shooters

This response is adopted from the Ventura County Sheriff's Office Emergency Preparedness Considerations Manual.

Response: RUN, HIDE, FIGHT

These steps can be done in any order. It is not necessary to act in the given order. In some instances, you may have to fight right away and then run after. Every situation is different.

Run:

- Have an escape route and plan in mind for both students and staff.
- Evacuate regardless of whether others agree to follow.
- Leave your belongings behind.
- If possible, help others escape.
- Prevent individuals from entering an area where the assailant may be.
- Follow instructions from Law Enforcement.
- Call 9-1-1 when you are safe and away from the threat and give updated information.

Hide:

- Lock the door(s).
- Be out of the assailant's view.
- Silence cell phone(s) or any other electronic devices.
- Hide behind large items (e.g., cabinets, desk, etc.).
- Remain quiet and calm.
- If possible, cover windows/conceal windows.
- Designate one person to call 9-1-1 and alert law enforcement of the assailant's location (Note: if you cannot speak, leave the line open so the dispatcher can listen).

Procedures for Preventing Acts of Bullying and Cyber-bullying

HARRASSMENT/BULLYING

Somis School firmly believes that all students, staff, and faculty must have the right to work in an environment free from intimidation, bullying, and harassment because of sex, race, color, religion, handicap, national origin, new-student status, or physical attributes. The school prohibits all harassment and bullying, whatever the reason.

Students should report any type of harassment/bullying to his/her teacher or any other staff member. All complaints brought to the principal's attention will be promptly and fairly investigated. Appropriate disciplinary action will be taken if harassment/bullying are found to have occurred. No one will be retaliated against for reporting questionable conduct.

Be mindful of inappropriate jokes, comments, on-line messaging (any social medias like Facebook, Instagram or Twitter), texting, videotaping/recording, touching, gossiping, and hurtful behaviors. Somis School is dedicated to the value of respect.

BULLYING

What is it?

- Bullying occurs when a person is the target, over time, of repeated hurtful actions.
- Bullying occurs when there is an imbalance of power so that the victim has difficulty defending himself or herself.
- Bullying may include verbal or physical attacks or gestures designed to provoke or hurt another person.

Research shows that the vast majority of students do not engage in bullying, but that most children experience bullying – either as bystanders, targets or aggressors. For a small number of students, there is an apparent disconnection between what they do and what they see as the effects of those actions. Research also shows that some students miss school because of perceived threats or because they are worried about what may happen to them at school. This worry can lead to students losing interest in their homework and studies.

Students BP 5131.2(a)

BULLYING

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental

health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

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

Opioid Prevention and Life-Saving Response Procedures

Immediate Response Protocol

Step 1: Call for Help

Call 911 immediately

Notify front office via walkie-talkie or emergency code

Step 2: Assess the Individual

Check responsiveness (shout name, rub sternum)

Check breathing and pulse

Step 3: Administer Naloxone (Narcan), if Available

Retrieve campus Naloxone kit

Administer per manufacturer instructions

A second dose may be administered after 2–3 minutes if no response

Step 4: Begin Rescue Breathing / CPR

If not breathing, begin rescue breathing

Use AED if necessary

Step 5: Monitor and Support

Stay with the individual until EMS arrives

Place in recovery position if breathing resumes

Do not leave student unattended

V. Post-Incident Procedures

Notify parent/guardian immediately

Complete incident report

Conduct administrative review

Offer counseling and mental health support

Debrief staff involved

Review protocol effectiveness

VI. Storage & Accessibility of Naloxone

Naloxone shall be stored in:

Main office

Health station

Clearly labeled and accessible to trained staff

Checked monthly for expiration

Inventory log maintained

VII. Staff Training Requirements

Annual training for:

Recognition of opioid overdose

Naloxone administration

Emergency response procedures

Documentation of training maintained by administration

VIII. Documentation Compliance Statement

This protocol fulfills the mandate of California Education Code §32282(a)(2)(N) requiring schools serving grades 7–12 to include an opioid overdose response protocol in their Comprehensive School Safety Plan.

Response Procedures for Dangerous, Violent, or Unlawful Activities

The district maintains structured response procedures for dangerous, violent, or unlawful activities, including coordination with law enforcement, implementation of emergency response protocols, documentation, parent notification, and post-incident review. Procedures are reviewed annually and aligned with Education Code requirements.

Instructional Continuity Plan

The Instructional Continuity Plan will be current and practical.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

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

This Instructional Continuity Plan (ICP) was last revised on 25-26 and adopted by Somis Union School District on March 10, 2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

This Instructional Continuity Plan (ICP) was adopted by Somis Union School District on March 10, 2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282. This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by March 10, 2026. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

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

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

Methods of Two-Way Communication

Methods for two-way engagement.

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

- ✧ Short messaging service (SMS)
- ✧ Phone Calls
- ✧ Email
- ✧ School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

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

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. Somis Union School District will use the school messaging system (e.g. robocalls, text messages, emails, and ParentSquare) and update the district website. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication. If these forms of communication are not available, district personnel will meet to discuss the best way to communicate with staff and families.

Support for Unique Needs

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

Whole School Safety and Prevention Plan through the use of MTSS

1. System to connect with students and families to promote attendance.
2. The District will consider strategies to become a trauma-responsive school system to support the school community.
3. Engage with students and families using culturally responsive techniques.
4. Use of universal screening to identify the social-emotional and physical needs of students.
5. Professional development time to increase trauma knowledge and skills.
6. Engage staff in professional development about mental health de-stigmatization.
7. Provide information about mental health and wellness resources on the district and school websites and in communication with families.
8. Conduct routine check-ins using a trauma- and resilience-informed lens.
9. Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, ParentSquare).
10. Supply power for and restock necessary medicines and locate alternative sources of electricity in the event of outages.

Community and Family Wellness

1. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English.
2. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and other resources available.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

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

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

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

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

Somis Union School District has three primary instructional models: In-Person Model, Hybrid Learning Model, and Distance Learning Model. The In-Person Model is traditional in-person instruction five days a week with enhanced safety protocols, with some modified block scheduling. The Hybrid Learning Model combines in-person instruction two days a week with asynchronous distance learning the other two days. On Wednesdays students engage in independent learning activities while teachers have office hours and collaboration time. The Distance Learning Model involves all instruction delivered remotely through synchronous and asynchronous learning. Each model has specific instructional minute requirements that must be met daily, and core instruction is to be delivered using the district's adopted curriculum. Assessments are a crucial part of the instructional plan. Somis Union School District uses both local and state assessments to monitor student learning. Local assessments include quarterly benchmark for Math and Reading. STAR Reading is used for reading comprehension. State assessments include the ELPAC (English Language Proficiency Assessment of California) for English learners and the CAASPP (California Assessment of Student Performance and Progress), which

includes the Smarter Balanced tests in English Language Arts and Math and the California Science Test. These assessments will be administered in person when possible, but the district would prepare to administer some assessments remotely. The plan also describes requirements for the use of specific assessments to ensure that students identified with special learning needs continue to have their needs met through the use of these assessments in identifying specific accommodations that must be provided.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

The school district currently provides Chromebooks to each student. We have extra devices that can be shared if technology is damaged or destroyed during an emergency. Somis Union School District is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. Additionally, Somis Union School District provides internet hotspots to students who do not have access at home. has communicated and will continue to communicate information regarding low-cost or no-cost internet access for our students. We will provide technical support to families to connect and access the online classroom. Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Google Classroom so all digital resources and classwork are in one place. Students have access to Google Classroom at school and outside of school.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Somis Union School District utilizes Google Classroom where students have equitable access to curriculum and are able to submit school and homework electronically. "Distance learning" is defined as instruction where the student and teacher are in different locations. It utilizes technology for interaction, instruction, and check-ins, including video or audio lessons. In this model, students are expected to have access to wifi, a device, and a quiet study space. They should engage in digital learning activities, understand their assignments, ask for help when needed, and submit work by deadlines. Teachers are expected to prepare rigorous, standards-aligned lessons using the district's curriculum. They must monitor communications for updates, adhere to the Instructional Continuity Plan, and follow a synchronous schedule. Teachers are to use digital platforms like Google Classroom for lessons, assignments, and communication. They are also required to use Zoom or Google Meet for synchronous instruction and may record lessons for asynchronous access. Teachers also hold 60-minute "office hours" on Wednesdays for student and parent support. Somis Union School District would utilize a combination of synchronous (live) and asynchronous (independent) learning activities to meet daily minimum instructional minute requirements. In a In-Person model this is met primarily through in-person time, and in Hybrid and Distance Learning models the amount of time dedicated to asynchronous learning is determined by grade level and designed to ensure students are engaged in academic work at a minimum. The district tracks participation in synchronous sessions, completion of assignments, and teacher-student contact to document attendance in all models. For in-person attendance, the district continues its traditional attendance practices. For distance learning, SB 98 mandates documentation of daily participation, not just presence, for students. This includes participation in online activities, completion of assignments, assessments, and contact with a school employee. A "weekly engagement record" is required for each student. Absences are marked for non-participation. Students who miss three days of work are targeted for re-engagement efforts. Independent Study program attendance is tracked based on completed work and student/teacher meetings. In each case, documentation is a mandatory component for state reporting and compliance standards. Traditional district grading policies will be followed, as outlined in BP/AR 5121. Teachers are expected to communicate grading policies to students and parents, update gradebooks regularly, and provide regular progress reports. The plan establishes that progress reports and report cards will be sent as scheduled. In terms of support, the Instructional Continuity Plan focuses on providing intervention support for struggling students

through teacher office hours, scheduled meetings, and other targeted help, particularly on Wednesdays when more time is devoted to targeted intervention strategies for students who are not keeping up with their assignments or demonstrating required proficiency.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

Somis Union School District would work with surrounding community resources and facilities, this could include the county office of education, and partner districts.

Instructional Continuity

Communication Protocols

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

Families, students, and staff will have regular communication from District and/or school officials in case of an emergency school closure. Somis Union School District will use the District messaging system (e.g. autodialer phone messages, text messages, emails, via ParentSquare) and update the District website. The District will post information related to emergencies on its official District social media platforms. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Technological Readiness

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

Students will need appropriate devices and reliable Internet access. The school district will provide Chromebooks to each student. We have extra devices that can be shared if technology is damaged or destroyed during an emergency. Somis Union School District is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. For students who lack internet access at home, the District will provide either individual internet hotspot devices, regular access to on site internet-connected computers (if allowed by the local school board and county health orders), or recorded instruction and electronic materials/assignments. We will provide technical support to families to connect and access the online classroom. Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Google Classroom so all digital resources and classwork are in one place. Students have access to Google

Classroom at school and outside of school.

Instruction and Assessment

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

To ensure academic continuity during emergencies or unforeseen disruptions, Somis Union School District has developed a comprehensive instructional continuity framework that includes three primary instructional models. These models provide flexibility and preparedness across a variety of emergency contexts while maintaining a commitment to rigorous, standards-based instruction. The In-Person Instruction Model, known as the Brick/Mortar, offers face-to-face learning five days a week. This traditional format is implemented with enhanced health and safety protocols in place. The Hybrid Learning Model blends in-person learning two days per week with asynchronous remote learning during the remaining days. Wednesdays are set aside for asynchronous independent work, professional collaboration among staff, and scheduled office hours to support student needs. When full in-person instruction is not viable, Somis Union School District activates the Distance Learning Model, wherein all instruction is delivered remotely using both synchronous (real-time) and asynchronous (self-paced) formats. Across all three models, the district ensures alignment with state-required instructional minutes and adherence to adopted, standards-aligned curricula. Instructional delivery in all models is centralized through Google Classroom, the district's learning management system (LMS). Google Classroom serves as the digital hub for accessing assignments, assessments, resources, and teacher communications. Supplementary digital tools are also available through district-supported platforms. Teachers are expected to design rigorous, standards-based lessons, engage consistently with students and families, and maintain at least one designated weekly office hours—typically on Wednesdays—to provide academic support. Students are required to access Google Classroom daily, attend synchronous sessions via Zoom or Google Meet, complete asynchronous learning tasks, request help when needed, and submit assignments on time. Attendance is tracked using a combination of student participation in synchronous instruction, assignment completion, and documented interactions with educators. In accordance with California Education Code and Senate Bill 98, daily instructional minute requirements will be met.

Somis Union School District documents student attendance through engagement records and flags students with three or more days of non-participation for re-engagement outreach. Independent Study program students are tracked based on submitted work and regular check-ins. Assessment remains a key pillar of instructional continuity. Somis Union School District uses a mix of local assessments, such as the quarterly benchmark assessments for Math and Reading and the Reading Inventory for English Learners, alongside state assessments, including the ELPAC and CAASPP suite (SBAC for ELA/Math and CAST for science). Assessments are administered in person when possible, with contingency plans for remote administration if needed. Students with IEPs or 504 plans are supported with appropriate accommodations and services. To ensure equitable access to digital learning, the district operates a 1:1 Chromebook program, providing each student with a district-issued device and loaner replacements as needed. For students lacking reliable internet, the district offers mobile hotspots, access to on-campus internet (as permitted by public health guidance), and printed instructional materials when necessary. Technical assistance is available year-round through a help desk, training sessions, and user guides focused on Canvas and other district platforms. Somis Union School District's Instructional Continuity Plan is grounded in principles of equity, access, and flexibility. The plan supports students facing barriers—technological, linguistic, or personal—through individualized accommodations and flexible schedules that account for wellness, family needs, and differentiated learning styles. Single sign-on access via Clever simplifies login for all district-supported platforms. Teachers adhere to Board Policy (BP/AR 5121) on grading, with clear criteria, weekly gradebook updates, and timely feedback. Progress reports and report cards are issued on the standard schedule, and educators maintain consistent communication with families. Wednesdays are prioritized for targeted interventions, including small-group instruction, tutoring, academic support, and outreach for students not meeting proficiency benchmarks. Staff proactively engage students who are at risk of falling behind. In the event of an emergency or extended school closure, Somis Union School District is prepared to transition to hybrid or remote instruction within 10 instructional days. This shift will comply with California's Independent Study Education Code and prioritize the safety, accessibility, and academic success of all students.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

Somis Union School District is committed to promoting equity, accessibility, and inclusion across all instructional models, particularly during emergencies. The district affirms that every student, regardless of ability, background, or life circumstance, deserves uninterrupted access to high-quality education and support services. Recognizing the unique needs of students with disabilities, English Learners, foster youth, students experiencing homelessness, and others facing systemic or situational barriers, Somis Union School District has instituted a range of targeted provisions to ensure that learning remains inclusive and responsive. Students with Section 504 Plans will continue to receive the accommodations outlined in their individual plans, with school site teams convening (virtually, if necessary) within the first six weeks of school or after any significant shift in instructional modality to review and update supports. SUSD staff are tasked with ensuring these accommodations are implemented effectively in both in-person and remote learning environments. For foster youth and students experiencing homelessness, the district's Foster and Homeless Youth Liaison coordinates comprehensive supports aimed at ensuring stability and academic success. These students are enabled to remain in their school of origin when feasible and are provided with essentials such as school supplies, clothing, transportation assistance, and access to food services and mental health resources. Each student is assigned a school-based support contact to monitor their academic engagement and overall well-being. Additionally, they receive priority access to technology, including Chromebooks and Wi-Fi hotspots, as well as tailored academic support. All outreach and services are delivered in students' home languages and are designed to be culturally responsive. Students with Individual Health Plans (IHPs) are also supported through proactive outreach. School nurses and support staff contact families at the start of the school year or after an emergency to review and revise healthcare plans. When in-person meetings are not feasible, virtual or phone check-ins are conducted to ensure continuity of medical support. Somis Union School District takes deliberate steps to guarantee that essential medications and health supplies are accessible across all instructional settings, including during school closures. Through these coordinated efforts, Somis Union School District upholds its commitment to fostering a learning environment where every student has the opportunity to thrive, no matter the circumstances.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Somis Union School District ensures that students with disabilities continue to receive a Free and Appropriate Public Education (FAPE) during emergencies through all instructional models. Instruction and services are aligned with each student's Individualized Education Program (IEP) and delivered with fidelity in both in-person and remote learning environments. IEP Implementation: Lessons and learning tasks will reflect students' IEP goals and designated accommodations or modifications. IEP teams will determine how to maintain services during emergencies, including participation in Independent Study if appropriate. Service Delivery: Specialized academic instruction and related services will be provided through a combination of live (synchronous) instruction and asynchronous resources. Services may include individual and small-group virtual sessions, in-class supports, and teletherapy for related services. Collaboration: Special Education teachers and providers will work closely with general education staff to ensure instructional alignment and access. Schedules will be coordinated to avoid conflicts between core classes and IEP service sessions. Progress Monitoring: Teachers will use multiple measures, including participation, assignment completion, and assessment data to monitor progress. Data will inform instructional adjustments and service revisions as necessary. Assistive Technology: Students will be provided access to necessary devices and digital tools as outlined in their IEPs to ensure equitable access to online instruction. Family Communication: IEP meetings may be held virtually or by phone, with translated documents and interpretation services provided as needed.

English Learners (EL)

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

- English Learners (EL): English Language Development (ELD) support and bilingual resources will be available on Google Classroom. Teachers will continue to provide designated ELD during distance learning.

Professional Learning

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

Teachers and staff will receive ongoing training on effective online instruction, Google Classroom tools, and student engagement strategies. Technology training sessions will be provided IT staff to ensure smooth implementation.

Well-Being and Support Services

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

District support staff, counselor and psychologist as well as district translators will be available to provide counseling and support services to students and families.

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

District staff will coordinate with local agencies to support families in need.

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

Grab-and-go meal distribution points will be set up at school cafeteria. District staff will coordinate with local agencies to support families in need. School counselor and Psychologist will provide support to families at their sites via zoom sessions and/or Parent Square. Somis Union School District will use a tiered system of support to provide mental health, social and emotional services. The model will provide early identification of students with risk factors via a social and emotional survey tool in grades TK – 8. Risk factors will be identified using data collected from surveys, an online platform that collects aggregate and individual student responses to a series of questions in key social and emotional domains. Students in grades TK-8 who are identified with risk factors will be referred to the school counselor and psychologist for further screening to determine the appropriate level of care. Superintendent/Principal will use a log for teachers to complete to monitor student contact.

Site-Based Collaboration

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

The ICP was developed with stakeholders.

Return to Site-Based Learning

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

Depending on the type of emergency, the district will follow guidance from Ventura County Office of Education, state and/or county agencies to prepare schools for reopening. Facilities team will work with site teams to ensure specific conditions that must be met prior to reopening sites.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Somis Union School District's Comprehensive School Safety Plan (CSSP).

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

This Instructional Continuity Plan (ICP) will be included as an integral component of Somis Union School District's Comprehensive School Safety Plan (CSSP) by March 10, 2026, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

This Instructional Continuity Plan will be reviewed and updated in collaboration with educational partners, considering feedback and lessons learned on the following basis: Annually through the Comprehensive School Safety Plan update process before March 10.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Verify Credentials-Request the officer's name, badge number, and supervisor's contact information.
Understand the Purpose-Ask why the officer is on campus and document the reason.
Request Authorization-Ask for documentation authorizing school access and make copies.
Exigent Circumstances
If the officer declares an emergency, comply immediately and notify the administrator.
If no emergency is declared, proceed based on the officer's documentation.

Warrants or Subpoenas
ICE Administrative Warrant/Subpoena: Inform the officer you need legal counsel or administrator approval before proceeding.
Federal Judicial Warrant: Compliance is usually required. If possible, consult legal counsel before granting access.
Do Not Physically Interfere- Do not block the officer, even if they lack proper authorization. Document their actions if they enter without consent.

Document the Interaction- Take detailed notes, including the officer's credentials and contact info, staff involved in the interaction, details of the officer's request, and copies/photos of any documents presented. If it cannot be done in the moment, do it after your interaction with the officer.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Notify Parents/Guardians teachers, and school personnel as soon as possible, unless prohibited by a judicial warrant.

Secure written consent from the parent/guardian before releasing information.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Notification to staff, students, and families will occur as soon as the situation has been confirmed by school administration or appropriate authorities and once it is determined that communication can occur without compromising safety operations or emergency response efforts.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

All notifications issued by the school will prioritize the safety, emotional well-being, and stability of pupils, employees, and community members. Communication will be carefully crafted to ensure that information is accurate, clear, and age-appropriate, while avoiding unnecessary alarm or confusion.

Privacy Constraint

The notification shall not include any personally identifiable information.

All notifications issued by the school shall respect and protect the privacy rights of students, staff, and families, consistent with applicable laws and district policies, including the Family Educational Rights and Privacy Act (FERPA) and other relevant confidentiality requirements.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

The school utilizes secure and reliable communication systems to ensure timely, accurate, and effective two-way communication with staff, students, and families during routine updates or emergency situations. These systems are designed to reach the intended recipients quickly while maintaining the integrity and security of the information shared.

-Mass Communication Systems

The school uses a district-approved parent square is capable of sending messages through phone calls, text messages, and email simultaneously. This system allows school administration to rapidly notify parents, guardians, and staff of important information or emergencies.

-Email Communication

Official school email accounts are used to communicate with staff and families. Email allows for the distribution of detailed information, updates, and follow-up messages while maintaining a documented record of communication.

-School Information Portals and Websites

The school website and parent square may be used to post verified updates, announcements, and guidance for families. These platforms provide an accessible and centralized location for ongoing communication.

-Two-Way Communication Channels

Parents, staff, and community members may respond or request clarification through email, phone calls to the school office, or designated communication platforms. This ensures that questions or concerns can be addressed promptly.

-System Maintenance and Security

Communication systems are regularly updated and maintained to ensure reliability and data security. Contact information is reviewed and updated periodically to maintain accurate records for students, staff, and families. Access to communication platforms is limited to authorized personnel to protect the integrity of the system and the privacy of recipients.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

The plan will be evaluated and amended as needed.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

The plan will be available for public review at the front office.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

This plan is developed and implemented in alignment with the state guidance and requirements for Comprehensive School Safety Plans (CSSP) established by the California Department of Education. The school ensures that its notification procedures and safety protocols follow the checklist and recommended practices published by the Department of Education, which are maintained and made publicly available on the Department's official website.

Procedures Regarding Pupil Smartphone Use During Emergencies

During emergencies, student smartphone use shall be limited to prevent interference with safety operations. Students must follow staff directives regarding device use. Official communication with families will be coordinated through district-approved channels.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

The district recognizes that while smartphone use may be regulated to maintain school safety and instructional focus, it shall not prohibit use in circumstances authorized by instructional staff, medically necessary as determined by a licensed physician, or required under a student's Individualized Education Program (IEP).

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Somis Union School District may regulate pupil smartphone use to support a safe and orderly school environment; however, the district shall not prohibit possession or use of a smartphone under the following circumstances:

When a teacher or administrator grants permission, subject to reasonable limitations regarding time, place, and manner of use.

When a licensed physician and surgeon determines that smartphone possession or use is necessary for the health or well-being of the pupil.

When smartphone use is required pursuant to a pupil's Individualized Education Program (IEP).

The district shall implement procedures to recognize and respect these exceptions. Staff will receive guidance to ensure that medical documentation and IEP requirements are honored, and that instructional permissions are applied consistently. No disciplinary action shall be taken when smartphone use falls within these authorized exceptions.

Safety Plan Review, Evaluation and Amendment Procedures

Staff meeting, focus groups and board meeting

Emergency Contact Numbers

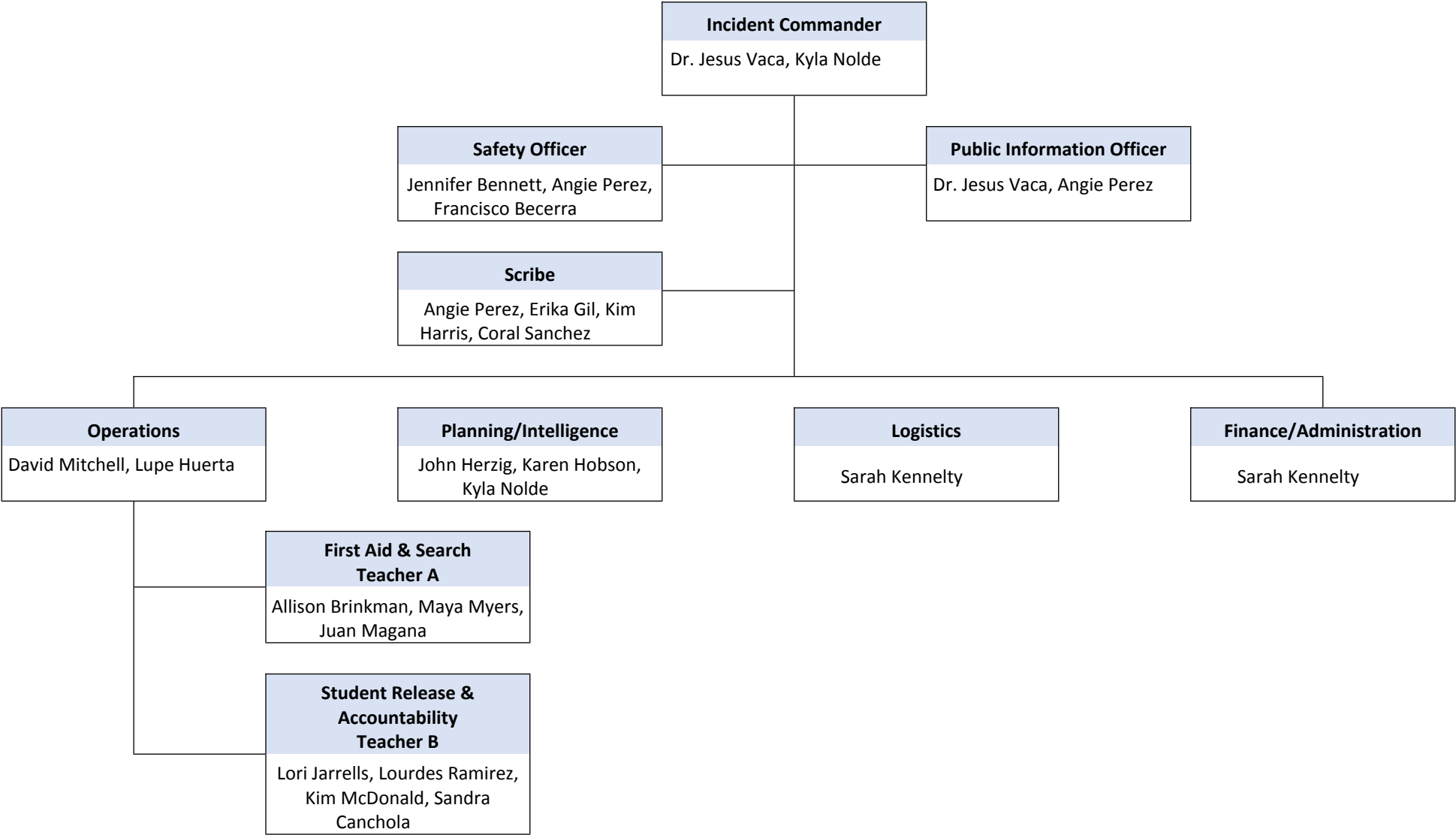
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fire Department	805 371 1111 x57	
Law Enforcement/Fire/Paramedic	Ventura County Sheriffs Department	805 388 5100	
Law Enforcement/Fire/Paramedic	California Highway Patrol (Ventura)	805 662 2640	
Other	Poison Control Center	800 876 4766	
Local Hospitals	St. Johns Hospital (Camarillo)	866 943 3696	
Emergency Services	Center for Disease Control	800 232 4636	
Emergency Services	Ventura County Public Health	805 677 5110	
Emergency Services	Ventura County Public Health, Mental Health Services	866 998 2243	
Other	Child Protective Services	805 654 3409	
Emergency Services	Ventura County Emergency Management	805 654 2380	KHAY 100.7 FM KVEN 1450 AM

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Review School Safety Plan		

Somis Union School District Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

In the event the Incident Commander is off site or absent, the responsibility to coordinate services will fall on RSP Teacher. When designated Incident Commanders from other agencies arrive on site, the site incident commander will meet with them to coordinate support services.

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Site Administrator:

1. Call 9-1-1 to report the crash.
2. Determine if you will evacuate the school/site. Activate the alarm signal (bell and/or verbal) if you decide to conduct an evacuation. All students and staff are to be kept at a safe distance, upwind, allowing for a possible explosion. Note: In the case of a fallen jet aircraft, minimum safe distance is 400 yards.
3. Ensure that the disabled are assisted in the evacuation.
4. Notify the Superintendent.
5. Site administrator is the incident commander. Establish a command post.
6. Activate staff assignments to accomplish necessary functions as outlined in the Emergency Plan.
7. Upon the arrival of emergency responders, form a unified command with them and direct your resources accordingly.
8. Determine from the District if the school will be closed. If so, activate the student release team to begin the student release process.

Teachers/Supervisors:

1. Determine if the students or staff are in immediate danger.
2. If the students or staff are in danger, evacuate the students or staff to the assembly area or other safe location in an orderly manner.
3. Take roll and complete the Student/Staff Accounting Form. Turn the Student/Staff Accounting Form to the site administrator or designee.
4. If not at the usual assembly area, move the students or staff to the designated assembly area once it has been established.
5. Teachers/Supervisors are now available to either remain in assembly area for students or staff care or report to the command post for additional assignment(s).
6. Prepare to release students to the student release unit. Note: Do not release any students until you have completed the Student/Staff Accounting Form.

Animal Disturbance

Contact Animal Control at (805) 388-4341

Armed Assault on Campus

This response is adopted from the Ventura County Sheriff's Office Emergency Preparedness Considerations Manual.

Response: RUN, HIDE, FIGHT

These steps can be done in any order. It is not necessary to act in the given order. In some instances, you may have to fight right away and then run after. Every situation is different.

Run:

- Have an escape route and plan in mind for both students and staff.
- Evacuate regardless of whether others agree to follow.
- Leave your belongings behind.
- If possible, help others escape.
- Prevent individuals from entering an area where the assailant may be.
- Follow instructions from Law Enforcement.
- Call 9-1-1 when you are safe and away from the threat and give updated information.

Hide:

- Lock the door(s).
- Be out of the assailant's view.
- Silence cell phone(s) or any other electronic devices.
- Hide behind large items (e.g., cabinets, desk, etc.).
- Remain quiet and calm.
- If possible, cover windows/conceal windows.
- Designate one person to call 9-1-1 and alert law enforcement of the assailant's location (Note: if you cannot speak, leave the line open so the dispatcher can listen).

Fight:

- Act as aggressively as possible against the threat or the assailant(s).
- Throw items and use improvised weapons (fire extinguishers, chairs, scissors, etc.)
- Yell and use noise to disorient assailant(s).
- Work together to overcome / overwhelm the assailant(s).
- Do not stop until the assailant is neutralized and/or flees the area.
- Note: When law enforcement arrives, be quiet and compliant. Keep hands empty and hold them up when law enforcement approaches. If known, tell law enforcement where the assailant is located.

Biological or Chemical Release

HAZARDOUS MATERIALS RELEASE OR AIR POLLUTION

In the event that a hazardous material is released in the area of the school, the Fire Department and/or Police Department will determine if an evacuation of the school is necessary. If an evacuation of the school is necessary, all personnel will be instructed where to go and which routes to take.

Site Administrator:

1. Establish and maintain communication with the Police Department/Emergency Operations Center. If the Emergency Operations Center is not activated, contact the Police Department 9-1-1.
2. Notify the Superintendent.
3. Site administrator is the incident commander. Establish a command post.
4. Activate staff assignments to accomplish necessary functions as outlined in the Emergency Plan. If an evacuation to another site is imminent, activate the transportation team and prepare to move students and staff to the designated shelter.
5. Until advised to evacuate assume that a "shelter-in-place" strategy will be employed and do the following:
 - a) Direct that all students and staff remain indoors until it is safe.
 - b) Direct that all Heating, Ventilation, and Air Conditioning (HVAC) units are shut down.
 - c) Direct that all windows are shut.
6. Upon the arrival of emergency responders, form a unified command with them and direct your resources accordingly.
7. Determine from the District if the school will be closed. If so, activate the student release team to begin the student release process.

Teachers/Supervisors:

1. Upon notification that a hazardous materials incident is affecting the school, keep calm, and prepare for an immediate evacuation to another location in the city.
2. Keep students or staff calm.
3. Close all doors and windows.
4. Ensure that the Heating, Ventilation, and Air Conditioning (HVAC) system is shut down.
5. Unless otherwise instructed, assume that a "shelter-in-place" strategy is being utilized. Keep all students or staff indoors until it is determined to be safe.
6. When instructed to do so, evacuate the students or staff to the assembly area or other safe location in an orderly manner.
7. Take roll and complete the Student/Staff Accounting Form. Turn the Student/Staff Accounting Form to the site administrator or designee.

8. Prepare to release students to the student release unit. Note: Do not release any students until you have completed the Student/Staff Accounting Form.

Bomb Threat/ Threat Of violence

Bomb Threat -- Bomb or Suspicious Device

BOMB THREAT

Discovering Party:

1. If you receive a bomb threat over the telephone, ask the following:

- a) When is the bomb going to explode?
- b) Where is the bomb right now?
- c) What does the bomb look like?
- d) What kind of bomb is it?
- e) What will cause the bomb to explode?
- f) Why did you place the bomb?
- g) What is your address? (Where are you?) Note: The caller may actually tell you.
- h) What is your name?

2. If you receive suspicious mail, leave the area. Do not submerge it in water or place it into an enclosed space. The following may, but not always, indicate a mail bomb:

- a) Protruding wires,
- b) Oil stains,
- c) Strange odor,
- d) Mailed from a foreign country,
- e) Badly typed or written,
- f) Misspelled words,
- g) Addressed to title only,
- h) Wrong title with name,
- i) Excessive postage.

3. Notify the site administrator.

4. Prepare to evacuate to the assembly area.

Site Administrator:

1. Call the Police Department 9-1-1.
2. Notify the Superintendent.
3. Site administrator is the incident commander. Establish a command post.
4. Determine if you will evacuate the school/site before conducting a search. Activate the alarm signal (bell and/or verbal) if you decide to conduct an evacuation.
5. Activate staff assignments to accomplish necessary functions as outlined in the Emergency Plan.
6. In conjunction with the Police Department, direct a search of the campus.

Bus Disaster

EVACUATION

While students are almost always safer on the bus than off, there are a number of situations in which it may be necessary to evacuate your bus. These include if the bus is stalled on railroad tracks; is leaking fuel; is on fire or is smoking; has rolled or is tipping; or if it has been in a crash with another

vehicle which is leaking gas or burning. It also may be necessary to evacuate to reduce student exposure to a traumatic medical emergency on the bus; or if there is a fight or other kind of violence; or if there is an explosive device on the bus; or any other situation in which the bus driver thinks it is safer to evacuate than to stay on the bus.

Action Steps: If you are in an emergency situation in which you need to evacuate the bus, follow these procedures:

? Call School to inform them of the situation.

? Secure the bus: shut off the motor, set the brake and remove the keys. Activate 4-way flashers if required.

? Determine the appropriate evacuation route depending on the situation, such as the front door, side doors, rear exit, roof hatch or windows. If necessary, the windshield and rear glass panels can be kicked out.

? Choose an assembly area at least 100-200 feet from danger, up-wind if feasible. When considering potential assembly areas, keep in mind that if the emergency occurred due to weather or other environmental conditions, other vehicles may lose control in the same place. In addition, vehicles passing by may be distracted by the situation and cause crashes.

? Identify student helpers to stand by the emergency exits and help students get off safely. Assign other helpers to lead students to the assembly area and keep everyone together.

? Instruct students to evacuate and where to assemble. If time is of the essence, instruct students to leave personal belongings on the bus.

? If you are on an activity trip and other adults are on the bus, enlist their help to evacuate students and supervise them at the assembly area.

? Check each seat and floor area to be sure everyone is off the bus.

? Leave the bus last, with the bus emergency packet, first aid kit, and a cell phone if there is one available.

? Gather with your students and keep them together at the assembly area. Supervise them.

? Do not release students at the scene and do not allow students to leave, including older students. Follow Student Accountability and Release procedures.

? Do not reenter the bus until cleared by school personnel or by the appropriate authorities.

Cardiac Arrest

1. Recognize Signs of Cardiac Arrest

A person may be experiencing cardiac arrest if they:

Collapse suddenly or become unresponsive

Are not breathing or only gasping

Have no detectable pulse

Do not respond to verbal commands or touch

Any staff member who observes these signs should treat the situation as a medical emergency.

2. Call for Help Immediately

Call 911 immediately or direct another staff member to do so.

Notify the school office or administration using the fastest available method (radio, phone, runner, or intercom).

Clearly communicate:

Location of the emergency

That a possible cardiac arrest has occurred

Request for the AED and trained staff

3. Begin CPR Immediately

If the person is not breathing normally:

Place the person on a firm, flat surface.

Begin chest compressions:

Push hard and fast in the center of the chest

Rate: 100–120 compressions per minute

Depth: about 2 inches for adults and children

Allow the chest to fully recoil between compressions.

Trained staff may access defibrillator located in the front office.

Disorderly Conduct

Site Administrator:

1. Consult with the Police Department and the District Office to coordinate appropriate protection for the school and its personnel.
2. Superintendent/Principal is the incident commander. Establish a command post.
 - a) Inform teachers and staff of the emergency situation. If appropriate, use the public address system and the code words "Lockdown."
 - b) Activate staff assignments to accomplish necessary functions as outlined in the Emergency Plan.
 - c) Direct a lockdown of the school/site
 - d) Do not permit staff or students to leave the school/site until you have determined it to be safe.
 - e) Direct the careful screening of all persons entering the school/site facility.
 - f) If appropriate, use the public address system with the code words "All Clear" when it is safe.

All Personnel:

1. Remain in your respective work areas and continue to perform your duties.
2. No staff or students will be permitted to leave the school until it is safe.
3. Lock all doors and close window blinds (if available).
4. Avoid window areas if possible.
5. If rioters/stranger(s) enter your area:
 - a) Be polite, do not provoke an incident.
 - b) Remain calm, breathe naturally, and try not to get involved.
 - c) Do not preach, blame, yell, or threaten.
 - d) Maintain a distance of at least five (5) feet.
 - e) Maintain a calm, confident posture.
 - f) Be aware of what is going on around you.
 - g) Find natural barriers.
 - h) Do not let anyone get behind you.
 - i) Do not give up.
 - j) Leave or avoid the area, if possible.

Earthquake

Earthquake

Duck, Cover and Hold

If inside:

1. Remain calm.
2. Duck, cover, and hold. To avoid falling or “flying” objects:
 - a) Duck under a table or desk,
 - b) Hold on to one leg of the table or desk,
 - c) Move with the table or desk,
 - d) Sit or crouch against an inside wall,
 - e) Keep head and body protected at all times.
3. Stay protected until all shaking and movement of furniture and other objects stops.
4. Stay inside the building. Leaving the building will subject you to falling debris, downed power lines, and other hazards.
5. Stay away from windows, glass, bookcases, heavy suspended light fixtures, and/or outside doors.
6. Do not use telephones. Place receivers back on the cradle.
7. Prepare to evacuate to the assembly area.

If outside:

1. Remain calm.
2. Duck, cover, and hold.
3. Move away from buildings and utility wires.
4. Watch for falling glass, electrical wires, poles, trees, or other falling debris.
5. Prepare to relocate to the evacuation assembly area.

Site Administrator:

1. Site administrator is the incident commander. Establish a command post and initiate damage assessment.
2. Determine if you will evacuate the school/site. Activate the alarm signal (bell and/or verbal) if you decide to conduct an evacuation.
3. Ensure that the disabled are assisted in the evacuation.
4. Activate a search team to check all buildings for trapped or injured staff and/or students.
5. Activate other staff assignments to accomplish necessary functions as outlined in the Emergency Plan.
6. Ventura County Emergency Broadcast Stations (EBS) include: KHAY 100.7 FM and KVEN 1450 AM.

Teachers/Supervisors:

1. Give the duck, cover and hold command to students or staff. Duck, cover and hold yourself.
2. After the shaking stops, determine the needs of neighboring teachers/supervisors (buddy system).
3. Do not strike a match or produce any other flame until gas lines are checked.
4. If a fire develops, follow the procedures in the Fire section.
5. Determine if an evacuation is necessary. If so, or instructions to evacuate are given, direct an orderly evacuation to your assembly area.
6. Take your disaster supplies and roll book to the assembly area.
7. Take roll and complete the Student/Staff Accounting Form. Turn the Student/Staff Accounting Form to the site administrator or designee.
8. Determine the first aid needs of your students or staff. Have injured students or staff transported to the treatment area, when activated.
9. Teachers/Supervisors are now available to either remain in assembly area for students or staff care or report to the command post for additional assignment(s).

Explosion or Risk Of Explosion

Duck, Cover and Hold

1. Remain calm.
2. Duck, cover, and hold. To avoid falling or “flying” objects:
 - a) Duck under a table or desk,
 - b) Hold on to one leg of the table or desk,
 - c) Move with the table or desk,
 - d) Sit or crouch against an inside wall,
 - e) Keep head and body protected at all times.
3. Stay protected until all falling and moving objects have stopped.
4. Prepare to evacuate to the assembly area.

Site Administrator

1. Upon knowledge of the explosion at school/site, activate the alarm signal (bell and/or verbal).
2. Ensure that the disabled are assisted in the evacuation.
3. Call 9-1-1 to report the explosion.
4. Notify the Superintendent.
5. Site administrator is the incident commander. Establish a command post.
6. Direct a subordinate to check all bathrooms and training rooms for staff and students.
7. Activate other staff assignments to accomplish necessary functions as outlined in the Emergency Plan.

All Personnel

1. Remain calm and listen to instructions.
2. Evacuate when instructed to do so. Use pre-planned evacuation routes, if safe to do so, otherwise use the safest route.
3. Once in the assembly area, do not leave until instructed to do so.
4. Teachers/Supervisors are to take roll and complete the Student/Staff Accounting Form. Turn the Student/Staff Accounting Form to the site administrator or designee.
5. Teachers/Supervisors are now available to either remain in the assembly area for students or staff care or report to the command post for additional assignment(s).
6. If a fire develops, follow the procedures in the Fire section.

Extreme Weather

The district maintains procedures for monitoring and responding to extreme weather events, including excessive heat, wildfire smoke, severe storms, and power outages. Decisions regarding activity modification, dismissal, or closure are based on official weather advisories and local safety conditions.

Fire in Surrounding Area

FIRE

Discovering Party

1. Activate nearest accessible manual alarm pull box, and notify the site administration office that there is a fire at (say location). The office will call the fire department.
2. Clear everyone from the immediate area.
3. Close, but do not lock all doors leading to the fire area to isolate the area and prevent spread of fire.

Site Administrator

1. Upon knowledge of fire at school, activate the alarm signal (bell and/or verbal).
2. Call 9-1-1 to report the fire.

3. Site administrator is the incident commander. Establish a command post.
4. Supervise the evacuation of staff and students to assembly areas.
5. Ensure that the disabled are assisted in the evacuation.
6. Direct a subordinate to check all bathrooms and training rooms for staff and students.
7. Activate other staff assignments to accomplish necessary functions as outlined in the Emergency Plan.

All Personnel

1. Remain calm and listen to instructions.
2. Do not open hot doors. Before opening any door, touch it near the top to see if it is hot. Do not break windows - oxygen accelerates fires.
3. Evacuate when instructed to do so. Use pre-planned evacuation routes, if safe to do so, otherwise use the safest route.
4. Once in the assembly area, do not leave until instructed to do so.
5. Teachers/Supervisors are to take roll and complete the Student/Staff Accounting Form. Turn the Student/Staff Accounting Form to the site administrator or designee.
6. Teachers/Supervisors are now available to either remain in the assembly area for students or staff care or report to the command post for additional assignment(s).
7. If the fire is small (no bigger than a personal computer) use the nearest fire extinguisher to put it out. Do not risk personal safety to put out a fire.
8. If clothing catches on fire: stop, drop to the ground, and roll to put out the flames. Panicking and running will cause the fire to grow larger, resulting in more severe burns.

Fire on School Grounds

Discovering Party

1. Activate nearest accessible manual alarm pull box, and notify the site administration office that there is a fire at (say location). The office will call the fire department.
2. Clear everyone from the immediate area.
3. Close, but do not lock all doors leading to the fire area to isolate the area and prevent spread of fire.

Site Administrator

1. Upon knowledge of fire at school, activate the alarm signal (bell and/or verbal).
2. Call 9-1-1 to report the fire.
3. Notify the Superintendent.
4. Site administrator is the incident commander. Establish a command post.
5. Supervise the evacuation of staff and students to assembly areas.
6. Ensure that the disabled are assisted in the evacuation.
7. Direct a subordinate to check all bathrooms and training rooms for staff and students.
8. Activate other staff assignments to accomplish necessary functions as outlined in the Emergency Plan.

All Personnel

1. Remain calm and listen to instructions.
2. Do not open hot doors. Before opening any door, touch it near the top to see if it is hot. Do not break windows - oxygen accelerates fires.
3. Evacuate when instructed to do so. Use pre-planned evacuation routes, if safe to do so, otherwise use the safest route.
4. Once in the assembly area, do not leave until instructed to do so.
5. Teachers/Supervisors are to take roll and complete the Student/Staff Accounting Form. Turn the Student/Staff Accounting Form to the site administrator or designee.
6. Teachers/Supervisors are now available to either remain in the assembly area for students or staff care or report to the command post for additional assignment(s).
7. If the fire is small (no bigger than a personal computer) use the nearest fire extinguisher to put it out. Do not risk personal safety to put out a fire.
8. If clothing catches on fire: stop, drop to the ground, and roll to put out the flames. Panicking and running will cause the fire to grow larger, resulting in more severe burns.

Flooding

Site Administrator:

1. Tune to the Emergency Broadcast Station (EBS) to receive an update on the storm. Ventura County EBS include: KHAY 100.7 FM and KVEN 1450 AM.
2. Notify the Superintendent.
3. Site administrator is the incident commander. Establish a command post.
4. If activated, contact the City Emergency Operations Center for information and direction.
5. If flooding is imminent, Activate staff assignments to accomplish necessary functions as outlined in the Emergency Plan. Begin sandbagging and other property protection measures as required.
6. Determine from the District if the school will be closed. If so, activate the student release team to begin the student release process.

Teachers/Supervisors:

1. Keep students or staff indoors until it is determined to be safe outside.
2. Prepare to evacuate students or staff. Evacuate students or staff to the assembly area if an evacuation is ordered.
3. Take roll and complete the Student/Staff Accounting Form. Turn the Student/Staff Accounting Form to the site administrator or designee.
4. Prepare to release students to the student release unit. Note: Do not release any students until you have completed the Student/Staff Accounting Form.

Loss or Failure Of Utilities

Superintendent/Principal

1. Direct the appropriate utility company be notified.
2. Notify the Ventura County Office of Education
3. Superintendent/Principal is the Incident Commander. Establish a command post.
4. Determine if any power lines, sewer lines, water lines, or gas lines are down or ruptured at the school.
5. Notify the utility company involved and request their presence on site.
6. Until advised to evacuate assume that a "Shelter in Place" strategy will be employed and do the following: a) Direct that all students and staff remain indoors until it is safe. b) Direct that all Heating, Ventilation, and Air Conditioning (HVAC) units are shut down. c) Direct that all windows are shut.
7. Determine if you will evacuate the school/site. Activate the alarm signal (bell and or/verbal) if it is decided to conduct and evacuation.
8. Ensure that all students and staff are assisted during the evacuation.
9. Activate staff assignments to accomplish necessary functions.
10. Prior to excavating any underground utility, secure the service of Saf-R-Dig to determine safety.

Teachers/Supervisors

1. Open window shades and use emergency flashlights as necessary.
2. Do not strike a match or produce any other flame until gas lines are checked.
3. If a fire develops, follow the procedures in the Fire section.
4. Keep students or staff on the interior walls of the classroom.
5. Keep students or staff indoors until it is safe to leave.
6. Evacuate students or staff to the assembly area if an evacuation is ordered.
7. Take roll and complete the student/staff accounting form. Turn the student/staff accounting form to the executive assistant or office manager.

Motor Vehicle Crash

MEDICAL EMERGENCY

Life Threatening Emergencies:

1. No heartbeat.
2. No breathing or difficulty breathing.
3. Severe bleeding.
4. Heart attack. Symptoms include:
 - a) Chest pain or pressure. This pain may radiate into the left shoulder and arm or the left side of the neck and jaw.
 - b) Sweating, nausea, and/or general weakness.

Serious Illness:

1. A victim who is or becomes unconscious.
2. Someone who is unusually or unexplainably confused.
3. Someone whose speech suddenly becomes slurred or incoherent.
4. Someone who has been poisoned or appears to have been poisoned.
5. Someone having a seizure.

Discovering Party:

1. Check the accident scene. Do not put yourself in danger. Look the scene over and try to answer:
 - a) Is the scene safe?
 - b) What happened?
 - c) How many victims are there?
 - d) Can bystanders help?
2. Dial 9-1-1
 - a) Stay calm,
 - b) Speak clearly and slowly,
 - c) Give your exact location,
 - d) Describe the situation,
 - e) Give the telephone number from which you are calling,
 - f) Answer any other questions,
 - g) Do not hang up until the operator tells you to do so.
3. Notify the site administration office that there is an injured person(s) at (say location).
4. Do not provide medical attention unless you are trained and have the necessary supplies available.
5. Make the injured/ill person comfortable and explain that help is on the way.
6. Comply with the requirements for blood borne pathogens exposure prevention, including use of personal protective equipment (PPE) and other "universal precautions" if emergency first aid is provided.
 - Treat all blood, bodily fluids, and other potentially infectious material (OPIM) as infectious and follow safety practices to avoid direct contact.
 - Use PPE (gloves, gown, and mask) to avoid exposure when handling or otherwise coming into contact with blood or OPIM.
7. Obtain expert medical follow-up for the injured/ill person any time first aid is rendered, except in cases of obviously minor injuries, such as small cuts.
8. If first aid supplies are used, notify the person responsible so that replacement supplies may be obtained.

Administrator:

1. Activate the medical team if there are multiple victims, otherwise use any trained personnel for first aid treatment.
2. Direct responding emergency personnel to the victim(s).
3. Isolate the victim(s) from other staff and students.

Pandemic

This protocol fulfills the district's obligation under Education Code §32282 to establish procedures addressing emergency situations that may impact campus safety and operations, including public health emergencies and pandemic conditions.

Psychological Trauma

The district maintains procedures to address psychological trauma resulting from critical incidents. A crisis response team provides immediate stabilization, counseling supports, and coordinated communication with families and community agencies to restore a safe learning environment.

Suspected Contamination of Food or Water

The district maintains procedures to respond to suspected contamination of food or water, including immediate cessation of distribution, coordination with public health authorities, medical response, parent notification, and documented review prior to resumption of normal operations.

Tactical Responses to Criminal Incidents

Tactical Response to Criminal Incidents Including Active Shooters

This response is adopted from the Ventura County Sheriff's Office Emergency Preparedness Considerations Manual.

Response: RUN, HIDE, FIGHT

These steps can be done in any order. It is not necessary to act in the given order. In some instances, you may have to fight right away and then run after. Every situation is different.

Run:

- Have an escape route and plan in mind for both students and staff.
- Evacuate regardless of whether others agree to follow.
- Leave your belongings behind.
- If possible, help others escape.
- Prevent individuals from entering an area where the assailant may be.
- Follow instructions from Law Enforcement.
- Call 9-1-1 when you are safe and away from the threat and give updated information.

Hide:

- Lock the door(s).
- Be out of the assailant's view.
- Silence cell phone(s) or any other electronic devices.
- Hide behind large items (e.g., cabinets, desk, etc.).
- Remain quiet and calm.
- If possible, cover windows/conceal windows.
- Designate one person to call 9-1-1 and alert law enforcement of the assailant's location (Note: if you cannot speak, leave the line open so the dispatcher can listen).

Fight:

- Act as aggressively as possible against the threat or the assailant(s).
- Throw items and use improvised weapons (fire extinguishers, chairs, scissors, etc.)
- Yell and use noise to disorient assailant(s).
- Work together to overcome / overwhelm the assailant(s).

- Do not stop until the assailant is neutralized and/or flees the area.
- Note: When law enforcement arrives, be quiet and compliant. Keep hands empty and hold them up when law enforcement approaches. If known, tell law enforcement where the assailant is located.

Unlawful Demonstration or Walkout

The district maintains procedures to respond to unlawful demonstrations or walkouts in a manner that protects student safety, preserves supervision, and minimizes disruption to instruction. Students are encouraged to exercise expression responsibly within established school policies.

Emergency Evacuation Map

