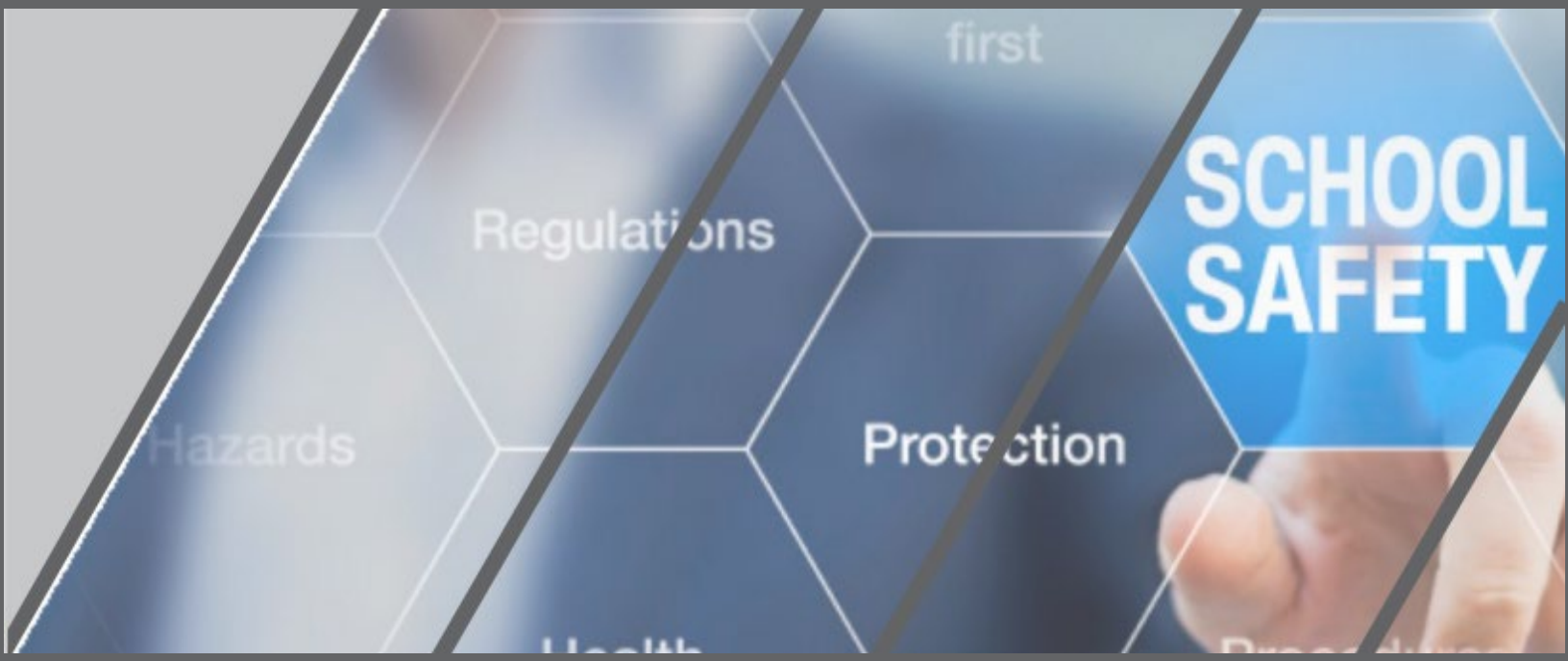
Student Services Comprehensive School Safety Plan

Process and Templates



Student Services Branch

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San Bernardino County Superintendent of Schools

Transforming lives through education

2026

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Preface

San Bernardino County Superintendent of Schools (SBCSS) is committed to providing an orderly, safe, caring environment in which students feel comfortable, share responsibility for maintaining a positive school climate, and take pride in their school and their achievements. Attitudes and behaviors that promote mutual respect and harmonious relations are encouraged.

The Comprehensive School Safety Plan (CSSP) Process and Templates document has been created as a school resource for the 21 SBCSS-operated school sites *(site locations can be found in the County Superintendent's Approval Announcement Memo – See Appendix A)*. This document is intended to be utilized as a resource for prevention/ mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill (SB) 187 and the National Incident Management System.

All procedures for conducting a tactical response to criminal incidents are not posted publicly and have been redacted from public view for the safety of students and staff.

The CSSP Process and Templates document is designed to be an electronic or hard-copy safety plan. It is intended as a living document to be updated as necessary to meet site, district, and community needs, forms, or requirements.

It is *NOT* intended as a "grab and go" guide in an emergency.

1.0 SB 187: School Safety Plan

1.1 Introduction

California Education Code 32280-32289.5 requires that every public-school serving grades K-12 develop, adopt, and annually updates a Comprehensive School Safety Plan (CSSP) to ensure safe, secure, and supportive learning environments. School districts with more than 2,500 students must adopt a CSSP by March 1, 2000, and update the plan by March 1 of each subsequent year. (EC 32281 & 32286)

Beginning July 1, 2000, each school must also report on the status and major elements of its safety plan annually in its School Accountability Report Card (SARC). This guide provides the required framework, timeline, and administrative steps needed to ensure schools comply with SB 187 and all subsequent statutory updates affecting CSSPs.

The review process is organized into two main components:

1. **Assessment of School Crime and Safety Conditions**

   The Comprehensive School Safety Committee, acting as or alongside the School Site Council, annually evaluates campus climate and the current status of crimes occurring on school grounds and school-related events. This assessment informs safety goals for the upcoming academic year.

2. **Annual Review and Certification of the CSSP**

   The annual review must be certified by the Comprehensive School Safety Committee, the School Site Area Director, and the Principal prior to submission to the County Superintendent. This review must include the following mandated components, now updated for 2026:

   - Child Abuse Reporting Procedures (EC 35294.2; PC 11166)
   - Assessment of the Current Status of School Crime on school campuses and at school related functions
   - Suspension, Expulsion, & Mandatory Expulsion Policies, including EC 48915 (c) violations
   - Procedures to Notify Teachers of Dangerous Students (EC 49079)
   - Sexual Harassment Policy
   - Discrimination & Harassment Policy (EC 212.6)
   - Safe Ingress and Egress Procedures for pupils, staff, and parents (EC 35294.2)
   - School Wide Discipline Rules & Procedures supporting a safe and orderly environment
   - Dress Code, including gang related apparel policies (EC 35183)
   - Routine & Emergency Disaster Procedures, including natural and human caused emergencies and power outages (EC 35295 – 35297)
   - Instructional Continuity Plan (locally required; connected to disaster procedures)
   - Tactical Response Procedures to Criminal Incidents, including individuals with firearms on campus (EC 32282(a)(2)(J))
   - Procedures to Assess and Respond to Dangerous, Violent, or Unlawful Activities, including threats on campus, at school events or on buses

- Policies prohibiting LEA staff from allowing immigration authorities into nonpublic school areas without a judicial warrant, subpoena, or court order (AB 49)
- Protocols require communication/notification to students, families, and staff when immigration enforcement agents are present on campus (SB 98)
- Written Weather Safety Protocols (SB 1248)
- Active Shooter / Armed Assailant Drill Standards (AB 1858)
- Enhanced Medical Emergency Response Protocols (AB 2887)
- Expanded Evacuation Planning Requirements (AB 2968)

1.2 Implementation of Plan

The written plan will be available to all staff, students, parents, and the community to review in the main offices or classrooms. Portions of this plan specific to County-operated and maintained facilities (i.e. "cluster-sites") will be directly noted in the text. Cluster sites are defined as any SBCSS-operated school campus.

Compliance Tool for a Comprehensive School Safety Plan California *Education Code* sections 32280-32289.5

Required and Recommended Components for a Comprehensive School Safety Plan

Includes Information on AB 452 and SB 906 California *Education Code* 49390-49395

Note: This tool is designed to assist schools in developing and updating Comprehensive School Safety Plans (CSSPs). While the use of this tool is optional, it does contain important required legislation that each school, school district, and county office of education (COE) is responsible for LEAs must comply with required sections of California *Education Code* sections 32280-32289.5 and sections 49390-49395.

See Appendix B for Compliance Tool for a Comprehensive School Safety Plan

2.0 School Safety Planning Committee

2.1 Comprehensive School Safety Committee

San Bernardino County Superintendent of Schools is committed to providing an orderly, safe, caring environment in which students feel comfortable, share responsibility for maintaining a positive school climate, and take pride in their school and their achievements, Attitudes and behaviors that promote mutual respect and harmonious relations are encouraged.

The San Bernardino County Superintendent of School (SBCSS) is responsible for the overall development of all comprehensive school safety plans for its schools operating in kindergarten or any grades 1 to 12, inclusive. Through the Comprehensive School Safety Committee, Comprehensive School Site Safety Plans are developed, and delegated responsibilities are with the Comprehensive School Safety Planning Committee, (EC 32281)

The Comprehensive School Safety Planning Committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (EC 32281)

SBCSS will consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be prepared with the law enforcement agency, the fire department, and other first responder entities. (EC 32281.3) Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee.

Additional members may include:

- School Resource Officers/ School Probation Officers
- Guidance Counselor
- Special education department chair
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

2.2 Comprehensive School Safety Plan Signature Page

Comprehensive School Safety Plan Signature Page 2026-2027

San Bernardino County Superintendent of Schools

Comprehensive School Safety Committee

Safety Plan Signature Page

2026-2027

The undersigned members of the Comprehensive School Safety Committee certify that the requirements for the SB 187 Safety Plan have been met.

DocuSigned by: Myrlene Pierre	Myrlene Pierre	Assistant Superintendent	2/19/2026
Representative, SBCSS Student Services	Name (Print)	Title	Date
DocuSigned by: Wendy Franklin	Wendy Franklin	SBCTA President	2/20/2026
Representative, San Bernardino County Teachers Association	Name (Print)	Title	Date
DocuSigned by: John Gamboa	John Gamboa	Teamster Steward	2/19/2026
Representative, Teamsters	Name (Print)	Title	Date
Signed by: Catherine Wind-Muro	Catherine Wind-Muro	CSEA President Chapter 653	2/19/2026
Representative, California School Employees Association	Name (Print)	Title	Date
Representative, Law Enforcement	Name (Print)	Title	Date
Signed by: Priscilla Reyes	Priscilla Reyes	Fire Prevention Officer	2/26/2026
Representative, Fire Department	Name (Print)	Title	Date
Signed by: Michael Bunten	Michael Bunten	Program Manager	2/19/2026
Chair, SBCSS Comprehensive School Safety Committee	Name (Print)	Title	Date
Signed by: Vicky Hurtado	Vicky Hurtado	Division Director I	2/26/2026
Representative, Probation Department	Name (Print)	Title	Date

2.3 Site Safety Plan Signature Page 2025-2026

Site Safety Plan Signature Page

2026-2027

The undersigned members of [**Insert School Site Name**] certify a Comprehensive School Safety Plan (CSSP) has been developed for their school site. As permitted by EC 32281 (b)(1), the aforementioned members have delegated the responsibility of the overall development of their school site's CSSP to the Comprehensive School Safety Committee and certify this committee reviewed, verified, and met all the requirements for the CSSP as outlined by EC 32280-32289.5.

Principal Signature	Name (Print)	Date

Area Director Signature	Name (Print)	Date

3.0 Annual Safety Goals

3.1 Districtwide Assessment of Attendance and Suspension

Districtwide Assessment of Attendance and Suspension reflected in the 2023-2024 LCAP

During the 2024-2025 school year, SBCSS had an attendance rate of 79.9% in Community Schools. This was an increase of approximately three percent (3%) in comparison to the previous year. A review of "unduplicated" student enrollment data 2024-2025 shows Hispanic students had the highest enrollment percentage across all three SBCSS schools (Community School, Juvenile Court School, and Special Education School). More detailed unduplicated student enrollment figures can be found in Tables 1-3.

Table #1

Community School Cumulative Enrollment 2024-2025

	Gender			
Subgroup	F	M	X	Total
Amer. Indian	2	3		5
Asian		6		6
Black/Afr. American	48	80		128
Hispanic	137	408	1	546
Missing/Unknown	1	2		3
Pacific Islander		1		1
Two or More	6	15		21
White	26	39		65
Overall	**220**	**554**	**1**	**775**

Table #2

Juvenile Court School Cumulative Enrollment 2024-2025

	Gender			
Subgroup	F	M	X	Total
Asian	1	10		11
Black/Afr. American	50	193	1	244
Filipino	1	2		3
Hispanic	79	368		447
Missing/Unknown	4	18		22
Pacific Islander		3		3
Two or More		6		6
White	15	51		66
Overall	**150**	**651**	**1**	**802**

Table #3

Special Education School Cumulative Enrollment 2024-2025

	Gender			
Subgroup	F	M	X	Total
Amer. Indian	4	9		13
Asian	11	41		52
Black/Afr. American	102	241		343
Filipino	5	23		28
Hispanic	339	974	1	1314
Missing/Unknown	12	24		36
Pacific Islander	1	7		8
Two or More	30	79		109
White	74	234		308
Overall	**578**	**1632**	**1**	**2211**

3.2 Data & Statistics

2024-25 CALPADS Discipline Data

SBCSS programs and sites strive to maintain a safe and healthy environment for all students. Through the implementation of positive behavior and intervention strategies, staff has focused on decreasing suspensions and increasing attendance.

Community School Suspensions by Race/Ethnicity 24-25

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	127	3	3	2.4%	100.0%	0.0%
Hispanic or Latino	544	28	25	4.6%	88.0%	12.0%
Two or More Races	21	1	1	4.8%	100.0%	0.0%
Community School Overall	**775**	**32**	**29**	**3.7%**	**89.7%**	**10.3%**

Juvenile Court School Suspensions by Race/Ethnicity 24-25

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	238	11	11	4.6%	100.0%	0.0%
Asian	*	*	*	*	*	*
Hispanic or Latino	451	14	12	2.7%	83.3%	16.7%
White	66	2	2	3.0%	100.0%	0.0%
Not Reported	*	*	*	*	*	*
Juvenile Court Overall	**814**	**30**	**28**	**3.4%**	**92.9%**	**7.1%**

Special Education School Suspensions by Race/Ethnicity 24-25

Ethnicity	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
African American	345	74	30	8.7%	40.0%	60.0%
Amer. Indian	12	1	1	8.3%	100.0%	0.0%
Hispanic or Latino	1313	49	24	1.8%	62.5%	37.5%
White	314	25	11	3.5%	45.5%	54.5%
Two or More Races	97	17	7	7.2%	42.9%	57.1%
Not Reported	37	1	1	2.7%	100.0%	0.0%
SBCSS SpEd Overall	**2211**	**167**	**74**	**3.3%**	**50.0%**	**50.0%**

Name	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
Community School	775	32	29	4%	90%	10%
Juvenile court	814	30	28	3%	93%	7%
Special Ed	2211	167	74	3%	50%	50%
SBCSS District	3693	229	131	4%	68%	32%

Data Definitions:

Cumulative Enrollment: Cumulative enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district. Cumulative enrollment is calculated at each reporting level (e.g., school, district, county, and state) and therefore is **not** necessarily additive from one reporting level to the next. For example, if a student is enrolled in multiple schools within a district during the academic year, they are counted once at each school, but only once in the district's cumulative enrollment.

Total Suspensions: Total count of ALL suspensions at the selected entity for the selected population using the available filters. Some students may be suspended multiple times, and all suspensions are counted.

Unduplicated Count of Students Suspended: Total distinct count of ALL students suspended one or more times at the selected entity for the selected population using the available filters. Students who are suspended multiple times are only counted once.

Suspension Rate: The unduplicated count of students suspended divided by the cumulative enrollment at the selected entity for the selected population using the available filters.

Percent of Students Suspended with One Suspension: The number of students with only one suspension divided by the unduplicated count of students suspended at the selected entity for the selected population using the available filters.

Percent of Students Suspended with Multiple Suspensions: The number of students with two or more suspensions divided by the unduplicated count of students suspended at the selected entity for the selected population using the available filters.

California Department of Education – Data Quest:

Suspension Rate - San Bernardino County Office of Education

Alternative Education Average Daily Attendance 2024-2025

Site	Unique Cumulative Enrollment	Days Enrolled Sum	Days Apportioned Sum	Att percent
CS - BARBARA PHELPS CS	48	3141	2622	83.5%
CS - BOB MURPHY CS	177	17302	12199	70.5%
CS - CHAFFEY NORTH CS	34	2066	1423	68.9%
CS - CHAFFEY WEST CS	122	10915	7910	72.5%
CS - INDEPENDENT LEARNING ACADEMY	235	24587	22149	90.1%
CS - TRI CITY CS	89	6947	5421	78.0%
CS - VICTOR EDUCATION ELEM PROGRAM	22	1424	1203	84.5%
CS - VICTORVILLE SECONDARY	85	6618	5455	82.4%
CS - VISION CS	43	4192	3515	83.9%
CS - YUCCA VALLEY CS	22	1962	1342	68.4%
JCS - EAST VALLEY JUV COURT SCHOOL	805	28249	27486	97.3%

Average Daily Attendance by Special Education Region 2024-2025

Site	Unique Cumulative Enrollment	Days Enrolled Sum	Days Apportioned Sum	Att percent
Desert Mountain	2143	299987	232862	77.6%
West End	938	133740	110157	82.4%
East Valley	238	28685	14633	51.0%
SpEd Independent Study	23	2134	1268	59.4%
SpEd Home Hospital	19	2495	1854	74.3%
Total	3361	467041	360774	77.2%

Average Daily Attendance Comparison of Community, ILA, and JCS 2024-2025

Site	Unique Cumulative Enrollment	Days Enrolled Sum	Days Apportioned Sum	Att percent
Community Schools (no ILA/JCS)	642	54567	41090	75.3%
CS - Independent Learning Academy	235	24587	22149	90.1%
Juvenile Court	805	28249	27486	97.3%

Count of Incidents and Unique Students Leading to Suspension by Site 24-25

*Sites not listed had no suspensions

School	Incidents Resulting in Suspension	Unique Number of Students Suspended
SE - DM - BARSTOW JH	3	1
SE - DM - TED VICK	1	1
SE - DM - VISTA COLORADO	2	1
SE - WE - GIBSON HS	5	2
SE - DM - INGELS ELEM	40	10
JCS - EAST VALLEY JUV COURT SCHOOL	51	30
SE - DM - VISION ALT LEARNING	285	61
CS - BARBARA PHELPS CS	6	1
CS - BOB MURPHY CS	38	14
CS - CHAFFEY WEST CS	6	2
CS - TRI-CITY CS	16	7
CS - VICTORVILLE SECONDARY	1	1
CS - VISION CS	12	4
Total	**466**	**135**

Distribution of Offense Codes that Resulted in Suspension 24-25

*Multiple Offense Codes can be recorded per incident that leads to suspension

Offense	# of Offenses with Suspension	Percent of Offenses
201-Possession of Controlled Substance	18	4.6%
202-Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	14	3.6%
300-Possession or Use of Tobacco Products	3	0.8%
403-Sexual Harassment	2	0.5%
500-Caused Physical Injury	44	11.2%
501-Caused Attempted or Threatened Physical Injury	98	24.9%
502-Aided or Abetted Physical Injury	1	0.3%
503-Committed Assault or Battery on a School Employee	17	4.3%
504-Used Force or Violence	50	12.7%
505-Committed an act of Hate Violence	4	1.0%
506-Harassment or Intimidation	11	2.8%
508-Made Terrorist Threats	9	2.3%
510-Obscene Acts, Profanity, and Vulgarity	31	7.9%
511-Disruption, Defiance	62	15.7%
512-Property Damage	15	3.8%
513-Bullying	15	3.8%
Total	**394**	

3.3 Annual Safety Goals

Based on data analysis, the Comprehensive School Safety Plan Committee identifies one or two safety- related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals to improve the campus climate.

The Comprehensive School Safety Plan Committee shall assess the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (EC 32282.1-32282.2)

While the Comprehensive School Safety Plan Committee reviews school, district, and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

The goals are reported, with the Comprehensive School Safety Plan, to the Superintendent and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. Progress can be reported to the School Site Council, staff, parent groups, and the Local Control Accountability Plan (LCAP/LCP) planning team.

The year-end assessment should be completed in June and reported upon in one of the two safety committee meetings.

3.4 Student Services Annual Safety Goals

The Student Services Local Control Accountability Plan (LCAP)/Learning Continuity Plan (LCP) addresses the following goals in relation to school safety:

1. SBCSS will ensure that all school facilities are maintained in "good repair" as measured by the Facilities Inspection Tool a.k.a. "FIT." SBCSS will ensure that all schools have sufficient Instructional Materials through an annual review from our San Bernardino County Board of Education.
2. SBCSS Alternative Education programs will continue to provide support to classrooms by assigning paraeducators to work directly with students during the school day. Paraeducators will be used to support small group instruction and tutoring to meet individual students' needs. Targeted instruction of struggling readers and English Learners is a priority.
3. SBCSS will continue implementing Positive Behavior Interventions and Supports (PBIS)

in its Community Schools and Juvenile Court schools. PBIS implementation will focus on creating and sustaining a positive school campus environment conducive to positive student achievement and attendance. Program goals include decreasing suspension rates and increasing attendance rates at all schools. We will collaborate with the Education Support Services (ESS) Branch for implementation and coaching.

4. SBCSS will train staff in using Aeries to identify dangerous students by using an alert symbol on the student's home page. Staff will also be instructed in using suspension forms in Aeries for any behavioral incident, whether the incident results in a suspension or not.
5. SBCSS will work cooperatively with the San Bernardino County Sheriff's Department, Police Agencies, and Fire Departments to present training on the Incident Command Structure and NIMS and SIMS to school staff.
6. SBCSS sites will use the drill log included in this Safety Plan and complete all required drills during the 2024-2025 school year, including active shooter and lockdown drills.

4.0 Mandated Policies and Procedures

4.1 Policies and Procedures

The San Bernardino County Superintendent of Schools (SBCSS) is committed to ensuring the safety and well-being of all students, staff, and visitors across its campuses. This section of the Comprehensive School Safety Plan outlines the mandated policies and procedures required by SBCSS to maintain secure and supportive learning environments. These guidelines align with state and federal regulations and are designed to address a wide range of safety concerns, including emergency preparedness, crisis response, bullying prevention, campus security, and health protocols. By adhering to these mandates, SBCSS upholds its dedication to fostering safe, inclusive, and resilient schools throughout the county.

In the event that the health and safety of staff and students is compromised, individual schools may be required to close. SBCSS will follow CDE guidance for school closure considerations (see Appendix C).

The table below provides a list of SBCSS policies and procedures, including direct hyperlinks for easy access and review. By adhering to these guidelines, schools can align with legal mandates while fostering a culture of safety and accountability for all.

SBCSS Policy	Policy #	SBCSS Procedure	Tools and Forms
Bullying	5131.2		
Child Abuse	5141.4	Child Abuse Reporting - Procedure	Suspected Child Abuse Report Form
Discipline	5144		
Dress and Grooming	5132	5132 – Student Dress and Grooming -Procedure	
Gender Identity and Access	5149	Gender Identity and Access - Procedure	
Health and Safety Hazards	5141.32		
Infectious/Communicable Disease	5141.22	Infectious/Communicable Disease - Procedure	
Injury and Illness Prevention	3515.1	4157, 4257, 4357 – Employee Safety – Procedure	See Appendix D
Married/Pregnant/Parenting Student	5146		
Non-Discrimination/Harassment	5145.3		
Release of Students	5100		

Response to Immigration Enforcement	5145.13		
School Visitors	1250		

SBCSS Policy	Policy #	SBCSS Procedure	Tools and Forms
Serious Pupil Accident/Illness	5141		
Sex Discrimination and Sex Based Harassment - Title IX	5145.7	Sexual Harassment - Procedure	
Special Education Student Behavior Management Goal	5131		
Student Emergency Cards	5141.11		
Suicide Prevention	5141.52	Suicide Prevention - Procedure	
Suspension and Expulsion/Due Process (Individuals with Exceptional Needs)	5144.2		
Suspension and Expulsion/Due Process	5144.1	Suspension and Expulsion/Due Process - Procedure	ED Code 48900
Mobile Communication Devices	5131.8		
Uniform Complaint Policy - UPC	1312.3	Uniform Complaint - Procedure	
Williams Uniform Complaint Policy	1312.4	Williams Uniform Complaint - Procedures	

SBCSS schools develop site specific plans to comply with this California Legislature (AB 1470) and California Department of Education mandates. Each school will maintain a copy on site for public viewing.

SEE INDIVIDUAL SCHOOL SITE PLAN FOR SPECIFIC INFORMATION

4.2 Injury and Illness Prevention Program

Requirements:

San Bernardino County Superintendent of Schools Student Services employees that are located at 1950 S. Sunwest Lane, Suite # 300 and Suite # 250, San Bernardino, CA 92408, will be covered under the following Injury and Illness Prevention Plan, attached.

Staff located at other cluster sites where the site is operated by County Superintendent of Schools Office will need to complete the attached template and distribute it to teachers for placement in the classroom with copies of the Safe Schools Plan (refer to 4.12.1). Administrative sites will also need to complete the template and have it available for staff at the site.

Classroom staff located on district campuses will be covered under the district's site plan.

4.3 School Discipline

A. Statement of Rules and Procedures on School Discipline – Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduit on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a short district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents – Education Code 35291:

- Parents and students shall be notified of the district and school site rules pertaining to students' discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Classroom Crisis Management Plan

Definition: A behavioral emergency, which presents immediate danger to the students and/or other individuals in the form of serious physical harm, including serious property damage.

NOTICE: STAFF MEMBERS HAVE THE RESPONSIBILITY TO USE THE LEAST INTRUSIVE INTERVENTON REQUIRED TO CONTROL AND/OR REDUCE THE BEHAVIOR. PHYSICAL CONTACT IS TO BE USED ONLY WHEN OTHER STRATEGIES HAVE FAILED, AND THEN ONLY IN COMPLIANCE WITH PROFESSIONAL ASSAULT RESPONSE TRAINING (PART-R) OR NATIONAL CRISIS PREVENTION INSTITUTE (CPI) TRAINING. IN ADDITION, ALL STAFF IS TO MAINTAIN AN AWARENESS OF EXITS, TERRAIN, SAFETY ROUTES AND LOCATIONS OF ALTERNATE PHONES AT ALL TIMES.

The following procedures may be implemented:

1. Identify the nature of the crisis and the primary participants.

2. Attempt to gain voice control over the primary participants by giving verbal and/or gesture direction, not physical contact, to stop the behavior. Attempt to produce the behavior through redirection or distraction. Make an effort to spatially isolate the primary participants.
3. Remove any harmful objects from the area of the emergency to decrease potential injury to students or others.
4. Remove non-involved students from the scene of the crisis.
5. Enlist the assistance of a responsible staff, student, or community member to carry a written or verbal message requesting further assistance or appraising the situation. The person may maintain communication with support resources. Utilize the assistance of available staff members and direct their participation in the interventions.
6. Make a decision as to whether community resources are needed and if so, which resource is appropriate. Contact the resource (i.e. law enforcement, social worker, probation officer, etc.).
7. Make contact with parent care provider or residential facility as well as administrators.
8. Alternative education staff should contact the counselor assigned to the site to help de-escalate any further negative reaction to the crisis.

Procedures following the behavioral incident will include:

1. Written documentation will be obtained from all personnel involved in the behavioral emergency. Please prepare a detailed narrative for the supervisor outlining the incident description.
2. Each staff member involved in the incident will complete an Incident Report and provide it to the administrator as soon as possible. Copies of the Incident Report will be placed in the student file and given to designated staff.
3. Develop a Behavior Support Plan and if the student has an IEP, request an IEP meeting.

Special Education Student Behavior Management Goal (SBCSS Policy 5131)

To facilitate student interaction within the classroom, it is imperative that appropriate behavior management techniques be used at all times. This may include PBIS strategies and or behavior intervention strategies per student's IEP. The teacher has the responsibility of ensuring the safety and welfare of all students in each classroom. There may be occasions in which a teacher must protect a student from self-abuse, as well as abusing other students. When this occurs, it may be to the teacher's advantage to notify the principal that a behavior management plan may be needed.

In order to develop such a plan, the following procedures would assist the teacher.

Procedure

1. Teacher identifies a student's behavior problem that requires more than the routine classroom behavior modification techniques.
2. Teacher refers the problem to the principal. The principal directly, or through the services of a lead teacher, teacher coach, program specialist, psychologist or other staff member, provides support to the teacher.

3. If needed, teacher, principal, and support staff meet to develop a behavior management plan. Administrator, teacher, and parent meet to review plan.
4. Goals and objectives relating to target behaviors used are added to current IEP and initialed by administrator, teacher, and parent.
5. Teacher documents progress of plan and informs parent.
6. If the plan is not working, the problem is referred to the principal and the process is started again.

Behavior Management Plan

The Behavior Management Plan should include the following:

1. Statement of the problem
2. Description of behaviors to be targeted
3. Behavioral objectives
4. Target behaviors
5. Strategies and materials to be used
6. Persons involved/implementing and responsibilities
7. Method of data collection and description of monitoring procedures

Crisis Intervention Plan:

1. Take the initial action necessary to maintain the welfare and safety of pupils and staff
2. Ask nearby staff members to observe and/or provide assistance
3. Alert office/administrator
4. Remove students from the classroom if necessary
5. Notify parent/guardian
6. Adults initially involved should document the incident on the appropriate crisis intervention form, stating the antecedents to the crisis, the crisis behavior, the adults giving aid to the student, and the method of control used.

Dress Code

Each student must adhere to the SBCSS dress code, which has established standards for student dress and grooming. The dress code is in effect during school hours and school-sponsored activities. Each school seeks to maintain a positive learning environment where mutual respect and high personal standards are established. All students have the right to dress in accordance with their gender identity and gender expression, pursuant to any dress code adopted on a school site (Policy 5132).

Students who come to school in clothing that is inappropriate will be assigned to a disciplinary consequence and will be required to change into school-appropriate attire. If a student refuses to wear a loaned dress code violation item or if a parent cannot bring a change of clothing, the student will be subject to disciplinary action determined by school site administration (Policy and Procedure 5132).

- All clothing and accessories must be school-appropriate.

- Clothing, jewelry, and personal items must not promote illegal substances, drug paraphernalia, violence, alcohol, or sexually explicit material. This includes writing, pictures, or insignia that advocate racial, ethnic, or religious prejudice.
- Clothing and accessories must be free of safety pins and spikes as decorative accessories.
- Shirts must be worn at all times.
- Clothing shall be sufficient and size-appropriate to conceal all undergarments.
- The bottom of the shirt and the top of the pants must meet at all times.
- Hats, caps, scarves, and other head coverings shall not be worn indoors unless for religious purposes. Do-rags, wave caps, or bandanas cannot be worn at school.
- No clothing may be worn to deliberately conceal the identity of a student (hoods, scarves, bandanas).
- Shoes must be worn at all times. Shoes must be appropriate for school activity and school safety (no bedroom slippers, flip flops, steel-toe shoes, or boots).
- Chains are not permitted.
- Any clothing, purse, backpack, notebook, jewelry, etc., displaying a hate symbol is strictly prohibited at school.
- Sunglasses may not be worn indoors (unless under a doctor's prescription).

When a new fashion trend becomes a symbol that may be dangerous or anti-social, or the arrangement of specific clothing items denotes gang affiliation, SBCSS central office administration reserves the right to prohibit such items and arrangements.

Parents/guardians and students are responsible for ensuring students are properly attired for school. School personnel are responsible for maintaining proper and appropriate learning conditions. Site administration may authorize special activity event days where exceptions to the student dress code may be allowed. Students who violate any part of the dress code will be given an opportunity to change their own clothing or to wear school-provided alternative clothing.

Special Education Student Suspension

It is essential that we follow due process and all applicable education code requirements for student discipline. Below is a reminder of some issues pertaining to suspension for students enrolled in special education. Please review these and contact your principal if you have additional questions or concerns.

For a student to be recommended for suspension, a student offense must be created in Aeries and information on the Daily Attendance logs must match what is recorded on the suspension form.

Who Can Suspend a Student?

A teacher has the authority to suspend a student from his/her class for the day of the suspension and the day following. (EC 48910) Only a superintendent, principal, or principal's designee may suspend a student from school. An administrator's approval is needed prior to all out of school suspensions. All student suspensions must be communicated to and discussed with your supervising administrator.

What Reasons Can a Student Be Suspended?

Students may be suspended only for acts listed in EC 48900, 48900.1, 49800.3, 48900.4, 48900.7, or 48915. A summary of these offenses is on the Student Offense Form in Aeires.

Length of Suspension from School

A student may be suspended from school for one (1) day up to five (5) consecutive days (EC 48911(a)) , depending upon the severity of the behavior and/or principles of progressive discipline.

Special Education students can be suspended in the same manner as general education students for up to ten (10) days during the school year.

A special education student cannot be suspended for more than ten (10) days total in a school year unless a Manifestation Determination meeting is held. The IEP team is required to meet to determine if the behavior resulting in a suspension is manifestation of the student's disability. If the IEP team determines that the behavior is not a manifestation of a disability, the child may be suspended for up to an additional 10 days (20 days in total in any school year). In any case involving suspension of a special education student, the IEP team must evaluate the placement, a behavior plan must be reviewed if there is one in place or a behavior plan must be written if there is not one already in place. Please consult with an administrator for all discipline issues related to special education.

Parent Conference

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent by phone or in person. The parent shall also be sent a written notice (EC 48911(d)). The student shall not be released from school grounds during the school day unless the parent has been notified. The parent may also be requested to attend a conference. No penalties may be imposed on a student for failure of a parent to attend a conference with school officials. "Reinstatement of the pupil shall not be contingent upon attendance by the pupil's parent or guardian at such a conference." (EC 48911(f)).

Staff Training

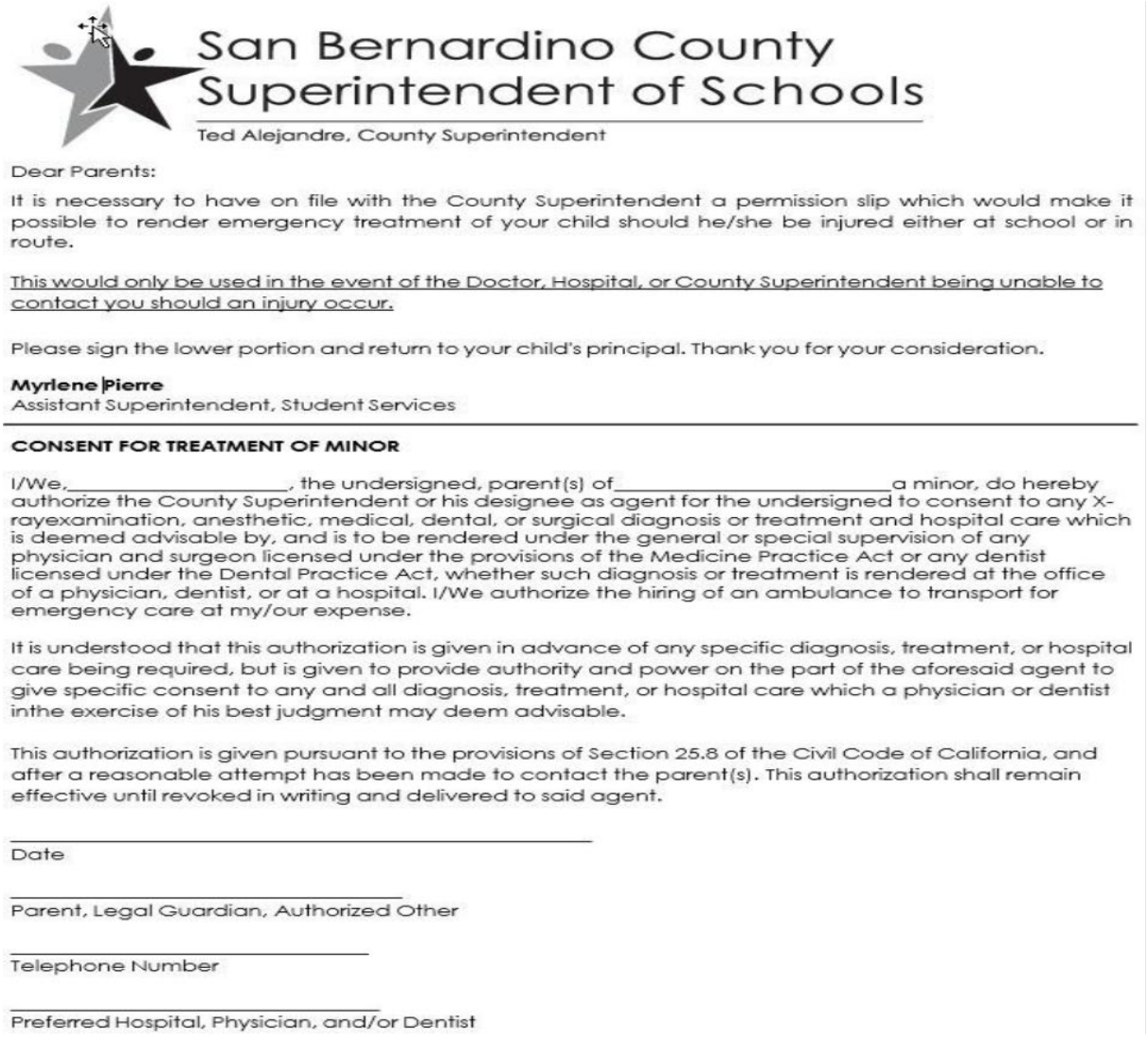
New employees must attend an orientation with Human Resources where pertinent policies and procedures are introduced and explained. Annual training of staff occurs during pre-service training days

with the Principal and Area Director and is supplemented with policy and procedure review through the use of Vector Solutions – online training.

4.4 Tools and Form

4.4.1 Consent For Treatment of Minor Form (Digital Form on Aeries)

The Consent for 'Treatment of Minor' form is accessible through Aeries and is required to be completed digitally by a parent or legal guardian. This form authorizes medical treatment for a minor in the event of an illness, injury, or medical emergency while under the care of the school. It is essential to ensure that all information provided is accurate and up to date to facilitate timely and appropriate medical attention if needed.



San Bernardino County Superintendent of Schools

Ted Alejandre, County Superintendent

Dear Parents:

It is necessary to have on file with the County Superintendent a permission slip which would make it possible to render emergency treatment of your child should he/she be injured either at school or in route.

This would only be used in the event of the Doctor, Hospital, or County Superintendent being unable to contact you should an injury occur.

Please sign the lower portion and return to your child's principal. Thank you for your consideration.

Myrlene Pierre
Assistant Superintendent, Student Services

CONSENT FOR TREATMENT OF MINOR

I/We,_____, the undersigned, parent(s) of_____a minor, do hereby authorize the County Superintendent or his designee as agent for the undersigned to consent to any X-rayexamination, anesthetic, medical, dental, or surgical diagnosis or treatment and hospital care which is deemed advisable by, and is to be rendered under the general or special supervision of any physician and surgeon licensed under the provisions of the Medicine Practice Act or any dentist licensed under the Dental Practice Act, whether such diagnosis or treatment is rendered at the office of a physician, dentist, or at a hospital. I/We authorize the hiring of an ambulance to transport for emergency care at my/our expense.

It is understood that this authorization is given in advance of any specific diagnosis, treatment, or hospital care being required, but is given to provide authority and power on the part of the aforesaid agent to give specific consent to any and all diagnosis, treatment, or hospital care which a physician or dentist inthe exercise of his best judgment may deem advisable.

This authorization is given pursuant to the provisions of Section 25.8 of the Civil Code of California, and after a reasonable attempt has been made to contact the parent(s). This authorization shall remain effective until revoked in writing and delivered to said agent.

_____
Date

_____
Parent, Legal Guardian, Authorized Other

_____
Telephone Number

_____
Preferred Hospital, Physician, and/or Dentist

4.4.2 Student Emergency Card (Digital Form on Aeries)

The 'Student Emergency Card' is available on Aeries and must be completed digitally by a parent or legal guardian. This form contains critical information, including emergency contacts, medical details, and authorization for medical treatment in the event of an illness, injury, or emergency while the student

is under the school's care. It is essential to ensure that all information is accurate and up to date to facilitate prompt communication and appropriate response in case of an emergency. See Appendix E.

4.5 Emergency Preparation Procedures

Comprehensive School Safety Plans (CSSPs) are mandated to include procedures for tactical responses to criminal incidents, such as the presence of individuals with firearms on school campuses or at school-related events. These procedures must be tailored to the specific needs and context of each school and its surrounding community. Additionally, CSSPs are required to encompass disaster procedures, both routine and emergency, with necessary adaptations for students with disabilities in compliance with the Americans with Disabilities Act of 1990. This includes the development of an Emergency and Disaster Preparedness Plan, conducting fire and lockdown/shelter-in-place drills, establishing an Earthquake Emergency Procedure System, and outlining transportation safety and emergency measures.

4.5.1 Facility Inspection Tool

Facility Inspection Tool General Information

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) 17002 (d)(1) and to rate the facility pursuant to EC 17002 (d)(2). The tool is designed to identify areas of a school site that need repair based upon a visual inspection of the site. In addition, the EC specifies that the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

4.5.2 Annual Disaster Service Worker Survey

- **See Appendix F**

4.6 Immigration Enforcement Notification Protocols

In accordance with Senate Bill 98, San Bernardino County Superintendent of Schools (SBCSS) has established procedures to ensure timely communication with students, families, and staff if immigration enforcement agents are present on a school site.

If immigration enforcement personnel are confirmed to be present on campus, the site administrator or designee shall notify the SBCSS administration and initiate appropriate communication to the school community using established communication systems. Notifications shall be informational in nature and shall not include personally identifiable student information.

This protocol applies to all SBCSS-operated schools and programs and is implemented consistent with applicable state and federal law.

Sample notification templates for staff, parents/guardians, and translated communications are maintained by SBCSS and may be found in the Appendix G. These templates are provided for administrative use and may be updated as needed without amendment to this plan.

5.0 Routine and Emergency Disaster Preparation and Procedures

SBCSS Safety Guidelines AB 1858 (Ward, D-San Diego)

a) **Prohibition on High-Intensity Drills:** County Offices of Education (COE) are prohibited from conducting high-intensity active shooter drills.
b) **Trauma-Informed Approach:** Any drill must be designed and executed with a trauma-informed approach, considering the well-being of students and staff who may have experienced trauma.
c) **Advance Notification:** Staff, students, and families must be informed of upcoming drills at least 7 days in advance. This is especially important for those who are survivors of school shootings, to ensure they are aware that it is only a drill.

5.1 The Basic Plan

The Basic Plan addresses the San Bernardino County Superintendent of Schools (SBCSS) responsibilities in emergencies associated with natural disasters, human caused emergencies, and technological incidents. It provides a framework for coordination of response and recovery efforts within SBCSS in coordination with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management Systems (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Conforms with Senate Bill 323, which emphasizes the inclusion of specific components like disaster procedure and adaptations for pupils with disability in accordance with federal Americans with Disabilities Act of 1990.
- Establishes response policies and procedures, providing SBCSS clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for a unified training and response exercises to ensure compliance

Requirements

The plan meets the requirements of San Bernardino County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response,

Senate Bill 323, and defines the primary and support roles of SBCSS and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees, and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect SBCSS facilities and properties.
- Enable SBCSS to restore normal conditions with minimal confusion int eh shortest time possible.
- Provide for interface and coordination between sites and the SBCSS Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside
- Provide for the orderly conversion of pre-designated SBCSS sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives and should be planned and arranged for in advance.

Authorities and References

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code)

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4

States that all public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law.

The law applies to public employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two qualifications for School employees:

1 It is likely that public schools employees are pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

- When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of the State Government Office of Emergency Services (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared. The Governor's Office of Emergency Services has stated that inadequately trained school staff renders school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6)

2 It requires that school employees be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill)

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not seeking compensation, renders medical or non-medical emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041,40042

Requires a district or county superintendent of schools under its jurisdiction to develop a school site disaster plan outline roles, responsibilities, and procedures for students and staff, specifically earthquake emergency procedure system. It also requires that the school site emergency management organizational structure comply with Standard Emergency Management System (SEMS) regulations, Title 19 Section 2400, and be flexible and adaptable to meet the needs of responders ready for implementation at all times.

SB 323-Accomodations and Adaptations for Students with Disabilities

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides guidance statewide authorities and responsibilities and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "… the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions to the California Emergency Plan.

5.2 Definitions: Incidents, Emergencies, Disasters, Elopement, and Active Supervision

Incident

An *Incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency."

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There are usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually, a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency." The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., a major wildfire or hazardous materials discharge. Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid, and

support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers (EOC) are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Elopement

Student safety is a priority for San Bernardino County Superintendent of Schools (SBCSS). With the implementation of on-site integration activities and off-site instructional activities, there could be a possibility for a student to elope, become separated from the group, or become lost. The following procedures have been developed to establish safety measures across such activities for the protection and well-being of our students.

Guidelines for Incident Response

- Should a student elope, assign at least one staff member to remain with the group, and identify staff members (two individuals, if possible) to follow the student immediately.
- If located on a district campus, notify the school site's main office for their assistance
- If out in the community, alert any available security personnel for their assistance
- Should it be determined that a student is lost/missing or has eloped off-campus, staff at the incident location will call for immediate assistance from all available campus personnel.
    - All staff members are expected to remain on duty until the student is safely located and released to their parent (unless the staff member has a valid circumstance impacting their availability and has been cleared by the county principal).
- Request for law enforcement assistance should be made at this time by calling 9-1-1. In many instances, the 9-1-1 operator will contact other neighboring law enforcement agencies, alerting them to the problem and requesting assistance and surveillance. Do not disconnect the phone call until the 9-1-1 operator does.
    - Describe the location where the student was last seen and any special circumstances relating to the disappearance (e.g., mental state, emotional state, possession of money, etc.)
    - Provide a description of the student's appearance (e.g., hair color, height, weight, color of clothing, etc.)
    - If the student has a disability, provide information about the disability, and describe their abilities to use communication and judgement, as well as other related physical and/or behavioral conditions.
    - Be prepared to identify any characteristics which may assist in the search, including strong preferences, which may dictate locations having a higher probability for the student (e.g., return to home, seeking out video games, food vendors, stores, buses, etc.).

    - If law enforcement or fire/medical personnel respond, and they initiate a report, obtain a copy of their incident report to include for our records.
- A staff member should contact the county principal to apprise them of the situation. The county principal will notify Risk Management and the area director (and administrator, if it is a student with an IEP). The area director will notify the assistant superintendent of student services.
- The county principal will be responsible for contacting the parent/guardian of the lost student
    - In making the parent/guardian contact, the county principal should outline the circumstances under which the student became lost, where they were last seen and under what conditions, and efforts currently being implemented to locate the student.
    - Extra care should be taken to reassure the parent that every effort is being made to locate the student, while at the same time, minimizing any reference relative to levels of responsibility of staff.
- If the student becomes lost while engaging in bus riding activities, a staff member should contact the specific bus company and request assistance in contacting the bus driver on the route to determine where the student may have last been seen, if a transfer took place, and/or if there were any unusual circumstances relative to the student's behavior (e.g., talking to strangers, illness, etc.).

Guidelines for Incident Follow-Up

- The teacher, or person in charge, is responsible for writing an incident report, specifically addressing the conditions under which the student was lost/missing, actions taken by staff to locate the student, and any recommended procedures to follow in the future to avoid a recurrence of a similar situation.
- Following an incident, the county principal will debrief staff for continual improvement.
- If the student has an IEP, the county principal will schedule an IEP meeting. For general education students, the county principal will schedule a Student Success Team Meeting.
- If an investigation is to be conducted, the county principal will be the lead investigator, in consultation with Human Resources, Risk Management, and Student Services branch management.

Active Supervision

Student safety is a priority for San Bernardino County Superintendent of Schools (SBCSS). Active supervision contributes to a safe school environment for our students. When incidents do occur, active student supervision helps minimize negative outcomes.

Please carefully review the expectations for active supervision below:

- Active supervision procedures will be reviewed with staff annually during back-to-school meetings.
- While supervising students:
    - Be visible and circulate

    - Cast a wide eye throughout your assigned area
    - Maintain proximity to higher-risk equipment or activities
    - Be attentive
    - Be actively engaged with student learning
- During the student arrival and dismissal, the teacher and all available classroom staff members are to be stationed outside.
    - At dismissal, the teacher and at least one staff member (unless there is an extenuating circumstance) are to remain outside until the last bus has departed campus and/or every student has been picked up.
    - For late buses, the teacher and/or county principal will determine the need for extended supervision.
- For meals, recess, playground activities, and class transitions, ensure adequate staffing to provide active supervision.
- Classroom staff should have access to two-way radios. All county classrooms have been provided with two-way radios.
- Staff members have the responsibility to use the least intrusive intervention required to de-escalate a behavior. Physical contact is to be used only when other strategies have failed and only in compliance with Professional Crisis Management (PCM) or Crisis Prevention Institute (CPI) training,
- Staff are to maintain an awareness of exits, terrain, safety routes, and locations of alternate phones at all times.

5.3 Daily Ingress/Egress Routes and Emergency Evacuation Maps

5.3.1 School Site Maps – Sample

SEE INDIVIDUAL SITE FOR SPECIFIC INFORMATION

Each site should keep ten copies of their school map with emergency supplies. School evacuation maps shall be posted in each room and office.

5.3.2 Additional Ingress/Egress Routes

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. **School plans for students with disabilities, signage, and coordinating with emergency responders:**
    - Students enrolled in the Special Education school, by definition, have disabilities that must be accommodated. All Special Education school sites have any necessary equipment for

students' access to the facility and access to the curriculum. Additional staff are present in both Special Education and Alternative Education sites to ensure safe supervision of students during the school day both in emergency situations and on a daily basis.

- SBCSS facilities department conducts regular inspections to ensure all signage is accessible per ADA requirements.
- Staff have been trained on meeting the specific needs of students with disabilities through staff development days. Teachers have the necessary credentials to assist with the disabilities present in their classrooms.
- The School Principal will be responsible for coordinating with Emergency Responders. In the event the principal is not present a designee will be appointed.

B. **Planning:**

Each school has identified the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency, such as a fire or earthquake. Off-site Evacuation locations have been noted in the individual site safety plan. In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

On-Campus Evacuation/Assembly Location

Schools have reviewed the school site layout and determined where the safest outdoor location is on campus to assemble students and staff

Off-Campus Evacuation/Assembly Location

Schools and SBCSS staff have identified a facility close to the school that can potentially house the staff and student body.

C. Staff Training

All classrooms and office locations are provided with an Emergency Procedures flip chart that outlines emergency procedures for a wide variety of emergency events.

5.3.3 Off-Site Evacuations/Assembly Locations – SAMPLE

SEE INDIVIDUAL SCHOOL SITE FOR SPECIFIC INFORMATION

Prior to an event:

a. Identify off-campus evacuation site(s).
b. Establish a memorandum of agreement with the evacuation site(s).
c. Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your site.

If possible, when the building is safe, the staff and students will remain on the physical property. For students who have independent living skills that attempt to leave, staff should note where students are going. School will make formal agreements with any off-site location.

Primary Off-Site Evacuation/Assembly Location

Organization	
Address	
Contact	
Phone Number/Email	
Date of Agreement	

Secondary Off-Site Evacuation/Assembly Location

Organization	
Address	
Contact	
Phone Number/Email	
Date of Agreement	

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

5.4 Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designed to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

1. Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost-effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students, and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

2. Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with the SOPs and checklists and periodically are trained in activation and execution.

3. Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated, and resources may be mobilized, EOCs may be activated, and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

4. Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event condition or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

5. After-Action Review

An After-Action Review (AAR) is a structured review or debriefing process for analyzing what happened, why it occurred, and how it can be done better by the members and those accountable for the

project or event. The After-Action Review (AAR) is a simple procedure used by a team to capture the lessons learned from past successes and failures, with the goal of improving future performance. It is an opportunity for a team to debrief and reflect on a project, activity, event, or task so that they can do better the next time an event is presented.

5.5 After-Action Review (Administrator/Facilitator)

An After-Action Review (AAR) is not a critique nor is it a way to judge success or failure. It's a debriefing process to attempt to discover why things happened and identify lessons learned.

The After-Action Review (AAR) consists of the following:

- Establish how those involved responded to the incident. The facilitator and the participants review the response to determine what occurred during the incident.
- Determine what went right or wrong with what occurred during the response. The participants establish the strong and weak points of the incident.
- Determine how the response should be done differently the next time for improved results and safety.

How to Conduct an After-Action Review:

1. An individual facilitates the discussion. Typically, this is a site-level administrator or designee.
2. Include everyone involved with the incident.
3. Ask the questions on the After-Action Review Incident Form.
4. Write up an After-Action Review Incident Form.
5. Submit the form to the Risk Management Department's Compliance Manager and/or the Risk Management Analyst (see instructions below).
6. A representative from Risk Management will respond with any recommendations and conduct a second debrief meeting.

Submission of the After-Action Review:

Forward a copy of the AAR incident form and summary to the Risk Management Compliance Manager, Alexander.rodriguez@sbcss.net or the Risk Management Analyst, Rhonda.Massaro@sbcss.net. Keep the original on file. In some cases, you will be asked to send a copy to your area director and/or the Assistant Superintendent of Student Services.

Incidents included but not limited to the following:

- Active Shooter
- Student Fights/Riots/Disturbances on Campus
- Natural Disaster-Fire, Flood Earthquake
- Bomb Threat/Bomb
- Death
- Aircraft Crash

- Evaluations
- Disgruntled Parent
- Suspicious Person(s) on Campus

5.6 SBCSS and Parent Responsibilities for Students

SBCSS Responsibility

If the Superintendent declares an emergency during the school day, the following procedures will be followed:

In case of a declared emergency by the superintendent during school hours, all students will be required to remain at school or at an alternate safe site under the supervision of the school principal or other personnel assigned by the principal:

1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on school records.
    a. If students are on their way to school, they will be brought to school if bused, or they should proceed to school if walking.
    b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked by their parents or other authorized person may be transported by SBCSS personnel to another site where consolidated care facilities can be provided. A communication plan will be developed to keep parents informed.

Emergency procedures will also include adaptations for students with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973. The plan will be reviewed annually to ensure appropriate adaptations to school safety practices are in place for students with disabilities. Parents/guardians, staff, and students may bring concerns about a student's ability to access emergency procedures to the school principal.

PSYCHOLOGICAL FIRST AID IN TIME OF DISASTER

A critical incident, crisis or disaster can be described as an event unpredictable in nature that can cause feelings of overwhelming fear, surprise, shock, and disbelief. Physical safety is often threatened, which results in a variety of psychological reactions unique to everyone. These psychological reactions must be addressed as an element of re-establishing safety and promoting resilience. Schools have become a vital place for students and families to seek support and assistance when dealing with the aftermath of a critical incident, crisis, or disaster. SBCSS utilizes Critical Incident Stress Management: Assisting Individuals in Crisis and Group Crisis Intervention. The model is an evidence-informed approach to helping school staff diffuse the initial distress caused by a traumatic event and promote skills for recovery.

The clinical staff will follow up with the student to provide intensive psychological services in coordination with parents and school personnel to ensure that the student is receiving the support necessary to move into recovery.

Parent Responsibility

Parents and legal guardians of students complete a Student Emergency/Health Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Emergency/Health Form is always current.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to their children to follow the procedure outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under SBCSS supervision.

It is critical that students do not have directions from parents that are contrary to the SBCSS stated procedure on retention at school and authorized release in case of a severe emergency.

5.7 Supplies for SBCSS Classrooms

Student Services provided each SBCSS classroom with Emergency Supply Bins. School staff should conduct an annual inventory, replacing items with a limited shelf life as necessary.

Food and Water

- 1 Emergency Water 12oz. 100-year (Case of 24)
- 2 Food Bars 3600 Calories (Pack of 9 – 400 Cal. Ea.)
- 10 Cups, Durable Plastic

Safety

- 2 Polyester (or similar) Blanket
- 2 Tarp, Heavy Duty
- 1 Solar Crank Radio with Flashlight
- Safety Vest
- 1 Duct Tape
- 10 Blanket, Emergency Mylar (84”x52”)
- 5 Lightstick, 12 hour (6”)
- 10 Eye Protection Glasses/Goggles
- Hard Hat

Medical

- 2 Combine Abdominal Pads, Sterile (5”x9”)
- 2 Gauze Roll. Conforming (3” x 4.1 Yards)
- 10 Wound Closures (Butterfly Closure)
- 4 2”x4” Band-aids
- 10 Gauze Pads, Sterile (4”x4”)
- 2 Eye Pad, Oval (2.5” x 1.5”)
- 1 Bandages, Assorted (100+)
- 1 Cloth Tape (1”x10 Yards)

- 2 Hot Compress, Instant
- 1 Antibiotic Ointment 1oz Tube
- 2 Bandages, Triangular, with Safety Pins (36” x 36” x 51”)
- 2 Bandages, Elastic (3”x 4.5 Yards)
- 10 Cotton Swabs
- 5 Exam Gloves – Pair
- 1 Packaging; Backpack
- 10 Antiseptic Wipes
- 10 Sugar Packs
- 2 Finger Splints/Tongue Depressors
- 4 Safety Pins
- 1 Tweezers/Forceps (4.5”)
- 1 First Aid Guide

Trauma Stop-the-Bleed

- 1 Tourniquet (Endorsed by CoTCCC)
- 1 Shears, EMT (7”+)
- 1 Marker, Permanent
- Packaged: Waterproof Pouch
- 2 Exam Gloves – Pair
- Hemostatic/Blood Stopper Dressing
- 1 Instructions for Use Sheet

Hygiene

- 1 Bucket, 5 Gallon with Toilet Seat Lid
- 5 Plastic Liner Bag, Medium
- 2 Bath Wipes, Pack
- 2 Tissue, Regular Pocket Packaging
- 5 Toilet in a Bag (Wag Bag)
- 5 Sanitary Napkins
- 2 Toilet Paper, Roll

1 Container on Wheels 50+ Gallon Yellow

5.8 Earthquake Drills

Elementary schools are required to have an Earthquake Drill once each school quarter. Middle schools and high schools are required to have an Earthquake Drill once each semester.

The earthquake emergency procedure system shall include, but not be limited to, all the following:

- A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
- A drop procedure. As used in this article, a “drop procedure” means an activity whereby each student, students with disabilities, and staff members take cover under a table or desk, dropping to their knees, with the head protected by the arms and facing away from the windows. A drop procedure practice shall be conducted at least once school quarter in elementary schools and at least once a semester in secondary schools.
- Protective measures are taken before, during, and following an earthquake.
- A program to ensure students, certificated, and classified staff is aware of and properly trained in the earthquake emergency procedure system. (EC 35297)

5.9 Earthquake Preparedness Guide for People with Disabilities and

Other Access or Functional Needs

Per SBCSS practice, students with disabilities are included in all procedures above and below.

Whenever an earthquake alarm sounds, all students, teachers, and other employees shall immediately begin the Drop, Cover, and Hold procedure:

- **DROP** down on the floor
- Take **COVER** under a sturdy desk, table, or other furniture, or double duty safety mats with backs and face away from the windows. Protect the head and neck with arms, a pillow, or a book.
- **HOLD** onto the furniture and be prepared to move with it. If a student is in a wheelchair, lock the wheelchair wheels and remain seated until the shaking stops. Protect the head and neck with arms, a pillow, or a book.
- **STAY** in this position for at least one minute during a drill or, in an actual situation, until the shaking stops.

Evacuation

An evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will assess the situation and determine if an evacuation is required.

Predetermined evacuation areas should be in an open area, without overhead hazards, and removed from potential danger spots (covered walkways, large gas mains, chain-linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and appropriate non-hazardous alternate routes may be necessary.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their attendance book(s), take a roll of students in the evacuation area, and be prepared to identify missing students to administrators and first responders. The principal or designee shall keep a copy of each drill conducted on the Safety Drill Document Chart and file a copy with the Area Director.

Standards for a Successful Earthquake Drill:

Evacuations shall occur when directed by the Prinicpal or designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and student reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.

Upon sounding the "all clear" notification, students and staff will return to their appropriate classroom, and the teacher takes roll once more. Missing students are immediately reported to the attendance office.

SBCSS Wide-Spread Emergency Flag-System

A two-flag system has been implemented for first responders to identify which schools may require assistance during critical incidents. The following provides directions on the use of the two-flag system:

- **Normal Conditions –** Daily school operation. No flag hoisted
- **Green Flag –** The Green Flag represents a critical incident indicating the school site does not request assistance. The principal or designee would be responsible for deploying the flag.
- **Red Flag –** The Red Flag represents a critical incident at a school site that needs additional assistance from first responders. The principal or designee would be responsible for deploying the flag.

Earthquake Preparedness Guide for Seniors, People with Disabilities, and Other with Access and Functional Needs (AFN)

Seniors, People with Disabilities, and others with Access and Functional Needs (AFN) may have additional needs before, during, and after an earthquake.

5.10 Fire Drills

Principals shall hold fire drills at least once a month in all elementary schools and middle schools once each month and at least twice each school year at all high schools.

1. Whenever the fire alarm is given, all students, teachers, and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lines.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Safety Drill Document Chart and file a copy with the designated Student Services Administrator.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at the exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lines.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.
5. Upon sounding of the "all clear", students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

5.11 SBCSS Public Safety Video Surveillance System Procedures and Protocols

1. **Purpose and Scope**

This document acts as the guidance for the placement and monitoring of the public safety video surveillance, as well as the storage and release of the captured images.

This protocol only applies to overt, marked public safety video surveillance systems, or any other image-capturing devices used by the San Bernardino County Superintendent of Schools (SBCSS).

The SBCSS operates a public safety video surveillance system to complement its anti-crime strategies and enhance public safety. Cameras may be placed in exterior and interior main entrance of a school site and administration site throughout the SBCSS to detect and deter crime, to help safeguard against potential threats to the public, to help manage emergency response situations during natural and man-made disasters to assist SBCSS officials in providing services to the community.

The Safety Compliance Manager for SBCSS shall be responsible for the management and control of systems. He/she shall be responsible for maintaining records for the system and ensure that procedures and protocols are followed.

Video surveillance in public areas shall be conducted in a legal and ethical manner while recognizing and protecting constitutional standards of privacy.

2. Operational Guidelines

Only SBCSS approved video surveillance equipment shall be utilized. Employees authorized to monitor video surveillance equipment shall only monitor public areas and public activities where no reasonable expectation of privacy exists. The Superintendent or the authorized designee shall approve all proposed locations for the use of video surveillance technology and should consult with and be guided by legal counsel as necessary in making such determinations.

3. Placement and Monitoring

Camera placement will be guided by the surveillance committee task force underlying purpose or strategy associated with the overall video surveillance plan. As appropriate, the Safety Compliance

Manager should confer with other affected SBCSS administrators and managers when evaluating camera placement.

The cameras shall only be used to record video and images, not sound. Recorded images may be used for a variety of purposes, including criminal investigations, and monitoring of activity around high-value or high-threat areas. The public video surveillance system may be useful for the following purposes:

a. To prevent, deter, and identify criminal activity
b. To identify areas of high crime
c. To respond to critical incidents
d. To assist in identifying criminal offenders

Images from each camera should be recorded in a manner consistent with the underlying purpose of the particular cameras. The Safety Compliance Manager may authorize video feeds from the video surveillance system to be forwarded to a specific location for monitoring by other agencies such as law enforcement, fire departments, road and traffic crews, government agencies and emergency operations personnel.

4. Camera Signage

- All public areas monitored by surveillance equipment shall be marked in a conspicuous manner with appropriate signs to inform the public that the area is under surveillance
- Signs shall be visible, placed appropriately and without obstruction to ensure visibility.

5. Media Storage

- All media shall be stored in a secure area with access restricted to authorized persons.
- All recordings related to criminal law proceedings, claims filed, and pending litigation, shall be preserved in accordance with the law
- Recordings not otherwise needed for official reasons shall be retained for a period of no less than 60 days and thereafter may be erased. The system shall be configured to automatically purge any recordings older than 60 days, except for evidence.

6. Video Log

A log shall be maintained by the SBCSS Safety Compliance Manager for all locations where surveillance monitors are located. This log should be used to document all persons who have been given access to view, or monitor images provided by the video surveillance cameras. The logs should, at a minimum, record the:

a) Date and time access were given
b) Name and agency of the person being given access to the images.
c) Name of person authorizing access. Identification of portion of images viewed

List of sites with cameras.

- AVC Early Education Center

- AVC Early Education Center (VALA)
- Barbara Phelps Community School
- Bob Murphy Community Day School
- Brier Building
- David Stine Chaffey West Community School
- Desert Mountain Educational Service Center
- Dorothy Gibson County High School
- Frost County Early Education Center
- Live Oak Early Education Center
- Lucy Siegrist Preschool
- Mulberry Early Education Center
- Norma Covert County Education Center
- Roy C Hill
- Tri-City County Community School
- West End Educational Service Center

7. Prohibited Activity

Video surveillance systems will not be used to invade the privacy of individuals or observe areas where a reasonable expectation of privacy exists.

Video surveillance equipment shall not be used in an unequal or discriminatory manner and shall not target individuals or groups based solely on actual or perceived characteristics such as race, ethnicity, national origin, religion, sex, sexual orientation, gender identity or expression, economic status, age, cultural group, or disability.

Video surveillance equipment shall not be used to harass, intimidate, or discriminate against any individual or group. Implementation supports the organization's anti-crime strategies, promotes public safety awareness, and demonstrates our commitment to asset protection. All surveillance systems are visible to the public.

8. Review or Release of Video Images

The review or release of images shall be done only with the authorization of the County Superintendent. Recorded Images may be viewed without written request by the following person:

- County Superintendent or designee
- SBCSS Assistant Superintendents
- Communications and Intergovernmental Relations Director
- Safety Compliance Manager
- Risk Management Analyst
- Risk Management Director

- Maintenance, Operations, and Transportation Program Manager
- Business Support Services Director
- Area Directors
- Site Administrator
- School Site Principal
- Law enforcement and fire personnel (request must be submitted and approved by the SBCSS Superintendent or Safety Compliance Manager)

9. Release of Video Images

All recorded video images gathered by the video surveillance equipment are for the official use of the San Bernardino County Superintendent of Schools. Requests for recorded video images from the public or the media shall be processed in the same manner as the request for public records act. Requests for recorded video images from law enforcement agencies or emergency agencies shall be processed through the Safety Compliance Manager and/or Director of Risk Management.

10. Training

All SBCSS personnel authorized to operate or access video surveillance systems shall receive appropriate training.

Training should include guidance on the use of cameras and viewing systems, and the overview of relevant policies and procedures. This training should be updated once a year.

5.12 Lockdown/Active Shooter

For sites that have not had Active Shooter Training, conducting an Active Shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools conduct active shooter training annually, which should take no longer than 40 minutes and impact class time by 20 minutes. Only one of these drills per year may be done as a lockout instead of a lockdown. Elementary schools should conduct drills once per quarter. Drills need to be scheduled with local law enforcement agencies, probation, and/or liaison officers.

There are several steps that are recommended in the Active Shooter Training to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan a 20-minute timeframe to review expectations and standards in terms of:
    a. Locking doors
    b. Covering windows
    c. Turning off lights
    d. Building barricades
    e. Reviewing the classroom and all clear procedures
    f. Reviewing off-site evacuation locations
    g. Silencing cell phones, both staff and students/

2. Send a follow-up reminder memo to your staff.
3. Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete the follow-up tasks.
6. The principal or designee shall keep a copy of each drill conducted on the Safety Drill Document Chart and file a copy with the Area Director.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

5.13 Student Services: Safety Drill Document Chart

See Appendix H

5.14 An Emergency Take Action Response Guide

The Standard Response Protocol (SRP) provides consistent, clear, shared language and actions among all students, staff and first responders for all hazards. It is action based, and allows organizations, first responders, students, and parents to share a specific vocabulary for quick and coordinated action. It also acts as a tool for training which develops the muscle memory necessary to respond appropriately in moments of crisis.

The SRP is based on five actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

6.0 Emergency Response Procedures

6.1 Student Service Branch Protocol for Handling Threats

Students Serious Verbal Threats – (Threat Assessment Protocols and Procedures)

a. As soon as possible, make a verbal report to your supervisor. If supervisor is not available, report to another management person, such as the area director. If additional action is necessary such as suspension or arrest, you may be asked to make a written report.

b. Administration will report to law enforcement and/or parent as appropriate.

Physical Threats:

a. Call for immediate assistance
b. Report to law enforcement
c. Report to administrator
d. Report to parent as directed by the administrator

Threats from Adults

Follow School Visitor Policy 1250

Visits to the school by parents, adult residents of the community, and interested educators are welcomed and encouraged. In order for the educational program to continue undisturbed while visitors are present and to prevent disruptive persons into the schools, it is necessary to apply guidelines for school visitors.

Visits to classrooms during school hours by parents, agency employees such as Regional Center, or other visitors shall be arranged prior to the visit, with both the teacher and the county school's principal. If a conference is desired, an appointment should be made with the teacher during non-instructional time. Teachers are not expected to take class time to discuss individual matters with visitors.

All parents and other visitors shall comply with all campus rules as established by the local school district and/or county schools. On school sites where there is a school office, visitors must check in at the school office prior to entering the classroom. This will help ensure the safety of all students and staff. In addition, the classroom visitation log must be signed.

The principal has the authority to prohibit entry of any person to school grounds or to ask any person to leave school grounds when there is a reason to believe the presence of such person would be disruptive to the order of the school. Loitering on school grounds is prohibited and unlawful.

Threats to Other Persons (Threat Assessment Protocol/Procedures)

If you are aware of a student or adult who is threatening a staff person, you need to report that threat to your supervisor so that arrangements can be made to warn the other employees of the threat.

6.2 Basic Actions

Most emergency responses are covered by the following Basic Actions:

a. **Action: STANDBY**
   Action: STANDBY consists of bringing students into the classroom or holding them in the classroom pending further instruction.
b. **Action: EVACUATE BUILDING**
   Action: EVACUATE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: EVACUATE BUILDING is appropriate for – but not limited to – the following emergencies:

- Fire
- Peacetime bomb threat
- Chemical accident
- Explosion or threat of an explosion
- Following an earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active Shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option

c. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat.

Action: TAKE COVER is appropriate for, but not limited to, the following:

- Severe windstorm (short warning)
- Biological or chemical threat
- Sniper Attack
- Rabid animal on school grounds

d. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

a. Inside school buildings
    1. Immediately TAKE COVER under desks or tables and turn away from all windows
    2. Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
b. Outside of School Buildings
    1. Earthquake: move away from buildings
    2. Take a protective position, if possible
c. Explosion/Nuclear Attack:
    1. Take protective position, OR
    2. Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

e. Action: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

f. Action: DIRECTED TRASNPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or Office of Emergency Services (OES). It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & biological gas alert
- Flood
- Fallout Area
- Blast area
- Specific man-made emergency (shooting, fire, etc.)

g. Action: GO HOME

Action: **GO HOME** consists of:

a. Dismissal of all classes
b. Return of students to their homes by the most expeditious method, for example, bus, parents, emergency contacts, sheriff's dept., or another site (depending on threat)

Action: **GO HOME** is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, Aeries Communications, phone distribution lists, or other means will be requested.

h. Action: CONVERT SCHOOL

Action: **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated by City officials.

6.3 Evacuation Plan

Evacuations may be necessary for SBCSS students, staff, and visitors to leave school premises before, during, or after a man-made or natural disaster. Such incidents include, but are not limited to, active shooter events, lockdowns, bomb threats, fires, earthquakes, and other emergencies. These

situations can evolve rapidly, and transportation may be delayed due to unforeseen hazards or limited resources. Nonetheless, evacuation may still be urgent.

Pre-Evacuation Preparedness

SBCSS staff members should familiarize themselves with the nearest emergency exits from their assigned work areas and plan the evacuation routes to those exits. Evacuation maps should be clearly posted in each classroom, assembly area, and common spaces, including multi-purpose rooms, libraries, and conference rooms. Staff should be well-versed in all evacuation routes and assembly points and have an alternate route in mind if the primary route is blocked of unsafe.

Considerations during an evacuation should include the time of day, weather conditions, the designated relocation area, and the safety of evacuees once relocated. Emergency role sheets, visitor logs, and emergency cards should be taken to the assembly and reunification areas for tracking all students, staff, and visitors.

Indoor Evacuations

When evacuating indoors:

- **Avoid overcrowding:** Ensure the area has 1.5 square feet per person to prevent panic or stampedes
- **Guidelines for evacuation:**
    - If time permits, secure your work area and take important personal items such as keys, medication, or glasses.
    - Aid students and staff.
        - Check doors for heat before opening them. If it is hot do not open,
        - Walk calmly; do not run or crowd
        - Minimize noise so that everyone can hear emergency instructions
        - Use handrails in stairwells and stay to the right
        - Assist people with disabilities
        - Head directly to the assembly area unless directed otherwise.
        - Avoid using elevators when possible.

Outdoor Evacuation

When evacuating outdoors:

- Move quickly and maintain a safe distance from the building
- Watch for falling debris or glass
- Keep walkways clear for emergency vehicles
- Do not re-enter the building until emergency personnel confirm it is safe.
- If a fire alarm is activated, evacuate immediately to the designated emergency assembly points.

- In cases like bomb threats or gas leaks, where fire alarms may not be triggered, staff should direct evaluation verbally.

Access and Functional Needs

Staff should be aware of evacuation procedures for individuals with disabilities to ensure their safety during an emergency.

- **Priority Evacuation for People with Disabilities:** In emergencies, evacuations for individuals with disabilities are a top priority. Evacuating a disabled or injured person using only one person for assistance is a last resort.
- **Assistance Procedures:**
    - Always ask people with disabilities how they would prefer to be assisted before providing any help
    - If the situation is life-threatening, call 9-1-1 for emergency assistance.
    - Never use elevators unless authorized by first responders

Evacuating Individuals With Mobility Impairments

- **Wheelchairs and Mobility Aids:** Treat individuals using wheelchairs or mobility devices as though they were injured.
    - If evacuation is necessary, assist the person to a sturdy chair and follow protocols for non-ambulatory individuals.
    - **Do not use wheelchairs on stairs;** instead use an emergency evacuation chair.
    - Remove wheelchair batteries and any attached life-support equipment if necessary.
    - Always check evacuation routes for obstructions before moving into the intended route.
- **Non-Ambulatory Individuals:**
    - In life-threatening situations, evacuating non-ambulatory individuals may require caution to avoid injury.
    - If necessary, remove them from their wheelchair and carry them to safety, using appropriate techniques for their comfort and safety.
    - Use evacuation chairs or other assistive devices in multi-story buildings.
    - Ensure that staff members are trained in evacuation techniques and aware of the location of individuals with mobility impairments

Assisting Persons With Other Disabilities

- **Visually Impaired:** Offer your elbow and guide them safely to evacuation route, describing obstacles as your movements proceed in any direction. Once safe, orient them to their new environment.
- **Hearing Impaired:** Use visual signals (e.g., turning lights on and off) and written instructions to communicate evacuation instructions, as hearing-impaired individuals may not hear alarms.

Shelter-In-Place

In some emergency situations, evacuating may pose greater risk than sheltering in place. When sheltering indoors:

- Stay inside and avoid windows, as they may pose a danger during explosions, fires, or hazardous conditions.
- Communicate regularly with staff and others inside the building to provide updates on the situation.
- In cases of toxic vapor clouds, sheltering in place may offer temporary protection. Close windows, doors, and ventilation systems.

Special Considerations For Toxic Vapors

- If toxic vapors are present, use loudspeakers or other audible systems to direct people back into the building (if it's safe) and advise them to close windows and doors, and turn off ventilation systems.
- Ensure staff are informed of the situation and have a regular method of communication.
- Vehicles may provide temporary shelter, but they are less effective than buildings.

On-Campus Evacuation

In the event of an earthquake, fire, explosion, or other incident that makes it unsafe to remain on campus or campus or facility grounds. Students, staff, and visitors must evacuate to designated assembly areas or at a distance that is safe from effected areas.

- **On Foot:** All staff and students should follow evacuation guidelines.
- **By Transit:** If transportation is required, buses or other vehicles should be used, depending on availability and the evacuation distance. The decision to relocate will typically be made by the Superintendent, Site Principal, or their designee, often in coordination with law enforcement and fire personnel.

Incident Command System (ICS)

After an evacuation, staff should follow the Standardized Emergency Management System (SEMS) to organize and manage the evacuation and response efforts. Site staff should use their ICS organizational structure and coordinate staff members' actions to fit the needs of the incident.

6.3.1 Reunification Procedure

After an evacuation, a reunification point should be established for students, parents, and guardians.

- The location may be on campus or when moved off of the site at the designated location established.

- SBCSS will follow emergency operation center (EOC) protocols and communicate the reunification point directly to families.
- Location(s) should be secure, and all access points should be locked down and monitored to ensure perimeter safety
- Only authorized individuals with proper identification shall be allowed to pick up students to ensure proper accountability.
- All releases shall be documented in Catapult or ICS forms (provided by Risk Management)

6.4 Earthquake

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should see protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding on the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter the buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge or overpass, or under power lines, continue until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

6.5 Fire

All classrooms and offices shall have an emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within a School Building:

In the event that a fire is detected within a school building, use the following procedures:

A. The Principal or Designee will:
   1. Order an evacuation if the fire alarm does not work
   2. Call 9-1-1
   3. Notify the Area Director
   4. Area Director will notify the Student Services Administrator and Assistant Superintendent

B. Teachers will:
   1. Supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
   2. Close doors upon evacuating
   3. Take Emergency Backpack
   4. Take their class list to the evacuation site and take roll.
   5. Report any missing students(s) to their Team Supervisor/Administrator.

C. The Assigned Staff Member shall:
   1. Assist by shutting off gas valves, electricity, etc., or other, if necessary, for evacuating, putting out fire, etc.
   2. Open necessary gates for fires truck and other emergency vehicle access when appropriate.
   3. Keep access entrances open for emergency vehicles.
   4. Notify students and staff when it is safe to return to school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School:

A. The principal or designee shall:
   1. Determine the need to execute an evacuation if a nearby fire poses an immediate threat to the students or the building
   2. Notify the Fire Department by calling 9-1-1.
   3. Notify the Area Director. Area Director will notify the Administrator and Assistant Superintendent
   4. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

6.4Power Outage/Rolling Blackouts

It is the district's intent that schools will remain open during a power outage.

There are several stages of alerts that are being broadcast over the radio:

STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.

STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.

STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent,

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to the local radio station as you are driving into work for the status of the day, or register for San Bernardino County Emergency text message alerts.

Preparing For An Outage

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Please ensure that if a school has portable generators, they have an adequate fuel supply for gas-powered units, and for battery-powered generators, confirm that the batteries are fully charged.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?

- Clear away materials and boxes from hallways and pathways.
- Check school district's SCE Block list to determine in which SCE block your site is located
- Ask you teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances, and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

During An Outage

- Contact maintenance & operations immediately if your site is experiencing a blackout.
- According to the Telephone Company, phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis, and other outdoor – cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.
- Monitor room temperature.
- The rolling outages should not last more than two hours, and, some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Area Director for directions (release students/staff, evacuation to another site, etc.).

6.6 Secure and Hold in Place

Secure and Hold in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or

staff if they are outdoors. Incidents could include, but are not limited to, gas leaks, chemicals spills, mountain lions, or a predator in the neighborhood,

One of the instructions you may be given in an emergency where hazardous materials may have been released into the atmosphere is to secure and hold. This is a precaution aimed at keeping you safe while remaining indoors. (This is not the same thing as going to a shelter in case of a storm.) Secure and hold means selecting a small, interior room, with no or few windows and taking refuge there. It does not mean sealing yourself off from your entire school.

When instructed or when an alerting system triggers a Secure and Hold:

1. **SECURE.** "Get Inside. Lock Outside Doors" is the protocol used to safeguard people within the building. You are looking for enclosed protection from the outside.
    - Teachers should quickly check hallways and get students into classrooms.
    - **Lock all exterior doors and windows to prevent unauthorized entry.**
    - **Provide for the safety of visitors by asking them to stay inside the building.**
    - Ensure all students remain in classrooms until the emergency is resolved or further instructions are provided by school officials or public safety responders.
    - **Avoid allowing anyone to walk or drive outdoors.**
2. **HOLD.** "In Your Room or Area" is the protocol used to secure individual rooms and keep occupants quiet and in place.
3. **LOCKDOWN.** "Locks, Lights, Out of Sight" is the protocol used to secure individual rooms and keep occupants quiet and in place.
4. **SHUT**.
    - Seal windows and any gaps with duct tape or plastic sheeting if there is a danger of airborne hazards.
    - Turn off all fans, heating, and air conditioning systems to prevent outside air from entering the building.
5. **LISTEN.** Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover their mouth and nose with a damp cloth or handkerchief to protect them from any airborne hazards.

Communication:

- Use the school-wide public address system for critical updates, if accessible from the room where the top school official is sheltering.
- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide

shelter for the school secretary, or person designated to answer these calls. This room should be sealed. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.
- Update the school voicemail or automated attendant to indicate the school is closed, and students and staff are sheltering in place.

Sealing and Ventilation:

- Close and lock all vents and turn off mechanical systems to prevent outside air from entering.
- If directed, close blinds, curtains, or window shades to protect against potential hazards, such as explosions

Supplies:

- Gather essential disaster supplies (nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting, and garbage bags).
- Use interior rooms above the ground floor, preferably without windows or vents.
- Ensure adequate space for everyone to sit comfortably. Use multiple rooms if necessary to avoid overcrowding.

Recordkeeping and Reporting:

- Write down the names of everyone in the room.
- Notify your designated emergency contact or school administration to report who is in the room with you

Await Further Instructions:

- Stay sheltered until an "all-clear" signal is given or evacuation instructions are provided by school or local officials.

6.7 Bomb Threat

Most likely, bomb threats or other explosive devices will be received by telephone.

The Person Receiving the Bomb Threat Will:

1. Attempt to gain as much information as possible when the threat is received. Do not hang up on the cellar.
2. Use the "Bomb Threat Report Form" form as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

1. When will the bomb explode and where is the bomb located?

2. Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form.
3. Turn off cellular phones and/or walkie-talkie radios (transmits radio waves – could trigger a bomb).

Building Administrator Will (If Necessary):

1. Call 9-1-1. Give the following information:
    - ✓ Your name
    - ✓ Your call-back phone number
    - ✓ School name & exact street location with the nearest cross street
    - ✓ Nature of incident
    - ✓ Number and location of people involved and/or injured
2. Onsite Administrator/Designee has authority to evacuate building.
3. Evacuation involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
4. Implement a systematic inspection of the facilities to determine if everyone is out.
5. Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
6. Maintain an open telephone line for communications
7. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
8. Re-occupy buildings only when proper authorities give clearance.

6.7.1 Bomb Threat Report

BOMB THREAT REPORT FORM

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS

School:	**Time Call Received:**	**Call Taken By:**
Date:	**Time Caller Hung Up:**	**Title:**
	Caller ID Info (*69)	

Questions to Ask:	**Exact Wording of Threat: "**							
1. When will the bomb explode?	**Caller's Voice:** (circle all that apply)				**Caller's Language:** (circle all that apply)		**Background Sounds:**	
2. Where is the bomb right now?	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated	Street Noises	Crockery
3. What does it look like?	Angry	Stutter	Disguised	Accent	Foul	Message Taped?	Voices	PA System
4. What kind of bomb is it?	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)	Music	House Noises
5. What will cause it to explode?	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged	Motor	Office
6. Did you place the bomb?	Rapid	Deep	Slurred	Distinct	Old		Factory	Machinery
7. Why?	Soft	Ragged	Clearing Throat	Normal	**Caller Demographics** (Circle One)		Animal Noises	Clear
8. How did the bomb get in the school?	Loud	Laughter	Crying	Frightened	Male	Female / Unknown	Static	Local
9. Where are you calling from?	If voice is familiar, who did it sound like?				Approximate Age:		Long Distance	Cell Phone
10. What is your name, address, phone?	**Other Observations:**							

6.8 Intruder on Campus (Criminal Trespass)

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official
- Ask the intruder for identification
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, immediately notify Police and Administration.

If an intruder(s) is on school grounds at brunch or lunch time:

- Outdoor supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread LOCKDOWN/ Active Shooter alarm throughout the rest of the school as appropriate.

6.9 Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set an example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gunfire starts, staff and students should seek cover or begin rapid movement procedures.

- **Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.** Remember, you are in an illogical situation, so any logical argument may go unheard. The intruder is probably aware of the potential danger than he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane.
- If the intruder speaks to you or to your students, then answer him or her. **Do not provoke him or her.** Do not try to take matters into your own hands. Students should be told not to whisper to one another, laugh, or make fun of the intruder. Remember, the intruder is disturbed and probably mentally, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed to him or her.
- Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access to a room they should, depending on the situation, initiate Action **"TAKE COVER"** position or run in a zig-zag fashion to staging areas and **STAY CALM.**
- If and when possible, call Administration and/or 9-1-1.

6.10 Lockdown

Active Shooter, Lockdown Button, and a Video Surveillance System

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder, or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action which includes Run, Hide, and Fight. Immediately assess both the situation and the surrounding environment and respond to the situation based upon the Active Shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active Shooter response is a partnership with local law enforcement.

Immediate actions should include:

- Students and staff go into classrooms/buildings/safe room or run to off-site evacuation areas.
- LOCKDOWN includes building door barricades, internal barricades, covering windows, turning down the volume on radios, pagers, and cell phones and turning off/dimming lights.
- Call 9-1-1 when able, if you reach a busy signal or unable to get through keep trying.
- Give 9-1-1 additional information such as, if you know the location of the shooter, the description or identity of the shooter, of if you need medical direction for a victim.
- Notify administration
- Administration notifies the Superintendent

Intermediate activities:

- Take roll
- Conduct anxiety-reducing activities

Evacuation:

- Prepare students and yourself for a quick evacuation.
- Follow directions of law enforcement when they arrive.

Lockdown Button Alarm

Procedures Purpose

The purpose of the San Bernardino County Superintendent of Schools (SBCSS) Lockdown Alarm system is to protect staff, students, and visitors from personal harm in case of a threat or intruder. The Lockdown Alarms within our county standalone school sites will be placed in the administration buildings. The principal will maintain a quarterly log ensuring that the system is functioning properly, report any malfunctions to SBCSS Maintenance and Operations (MOT), ensure personnel are trained to be aware of when to activate, how to activate, and what to do while waiting for law enforcement response.

Scope

This procedure includes the San Bernardino County Superintendent of Schools (SBCSS) standalone sites that are occupied with Lockdown Button Alarms at the following school site:

- Apple Valley Country Early Education Center
- Barbara Phelps Community Day School
- Bob Murphy Community Day School
- David Stine/Chaffey West Community Day School
- Frost County Early Education Center
- General Colin L. Powell State Preschool
- Live Oak Early Education Center

- Lucy Siegrist State Preschool
- Mulberry County Early Education Center
- Norma Covery Early Education Center
- Tri-City Community Day School

Activate Lockdown:

i. If safe and possible, announce over PA system, "Lock Down, Lock Down, Lock Down."
ii. Lift cover on Lockdown Button and push button in on activate
    1. Once button is activated all exterior doors will begin locking in 3-5 seconds
    2. Call 9-1-1 immediately
    3. Staff should provide the circumstances for the lockdown to the 9-1-1 operator and give any pertinent information that will assist responding personnel.
    4. Follow the 9-1-1 dispatchers' instructions
    5. If the incident allows, the administration should make notifications through e-mail or text systems to on-site staff.

Note: While the lockdown button is activated, principal or lead staff will provide key card to the fire department, and law enforcement agencies who will have access to unlock exterior door.

Principal:

When it is safe and practical, notify your Area Director. The Area Director will notify the Assistant Superintendent's, Director of Communications and Intergovernmental Relations, Safety Compliance Manager, Risk Management Director, and Human Resources Director.

To Deactivate Lockdown Button/ Return to Normal Operations

When directed by law enforcement, personnel will conduct the following steps:

a. Announce over the PA System "The lockdown is over, please return to normal operations."
b. Lift cover on lockdown button. Twist the button counterclockwise till the button pops back out to normal position.
c. Site administration will send out notifications through e-mail or text system to on-site staff notifying the lockdown is over and the site has returned to normal operation.
d. A detailed after-action review will need to be completed by the administrator/designee within 24 hours. (Please see attachment)
e. Additional information requested for the AFTER-ACTION-REVIEW:
    a. Incident Report – This report must contain all significant details of the entire incident
    b. Date of Incident
    c. Time of Incident
    d. Type of Incident

e. Location of Incident
f. Law Enforcement Agency
g. Chain of command notification
h. Name of all staff/student(s) and visitor(s) involved
i. Description of suspect(s)
j. Description of staff, student(s), and visitor(s) injured, if applicable
k. Report must be completed within 24 hrs. of incident and submitted to the Area Director, Safety Compliance Manager and Risk Management.

Principals:

When the lockdown has ended, notify your Area Director. The Area Director will notify Assistant Superintendents, Director of Communications and Intergovernmental Relations, Safety Compliance Manager, Risk Management Director, and the Human Resources Director that the lockdown is over, and the site has returned to normal operation.

LOCKDOWN BUTTON DOCUMENT CHART

Student Services Branch

Site Location: **Lockdown Button Quarterly Test:**

The principal will maintain a quarterly log to ensure the system is functioning properly and report any malfunctions to the SBCSS Maintenance and Operations for immediate repair. The chart must be submitted to Safety and Risk Management yearly and the administrator must keep a file with documented test results completed quarterly of each school year.

Testing Procedure:

1. The Lockdown Button should be tested when no students are on campus.
2. Notify staff that the Lockdown Button will be activated for testing.
3. Lift cover on Lockdown Button and push button in to activate.
4. Verify that all doors have been secured and for staff to assist with checking exterior doors for an y malfunctions.
5. Report any malfunctions to Maintenance and Operations for immediate repair at (909) 382-3562
6. Notify Safety and Risk Management of any malfunctions and repairs by email.
7. Notify Safety and Risk Management that a test was conducted by email.

Date:

_____

Time:

_____

Name of administrator testing Lockdown Button:

_____

Notes: Report any malfunctions:

_____

LOCKDOWN BUTTON ALARM ACTIVATION LOG

Site Location:

Address:

Law Enforcement Agency:

Date:

Time:

Name of Person Activating the Alarm:

Cause of Activation:

Note:

After-Action Review: Administrators must complete an After-Action Review summary within 24 hours of the Lockdown Button being activated. Forms can be obtained from IGR/Safety via email request.

The completed form must be emailed to **safety@sbcss.net.**

6.11 Chemical/Hazardous Spill/ Biological Agents/ Poisoning

Chemicals, Hazardous Spill and Biological Agents can cause potential serious effects on the environment and a person's health. Some are liquid forms and other may be solid forms. Some may be odorless, colorless, and hard to see. Incidents sometimes may be accidental, and others may be intentional. When dealing with potential incidents it is imperative for all SBCSS Staff to take proper steps to ensure the safety of all students, visitors and their personal wellbeing.

General Guidelines for Chemical Spills on Site:

1. Safety First:
    - Position yourself upwind, uphill, or upstream from the incident to avoid exposure.
    - Direct people away from the affected area to ensure their safety.
    - Do not shake, move, or touch suspected items.
2. Emergency Response:
    - Call 911 if needed.
    - Notify the school principal or designee about the incident.
    - Inform Area Directors and Risk Management immediately.
    - Provide details about location and specifics of the incident.
    - Look for placards or identifiers to help identify the hazard.
    - Cover face, eyes, and mouth as necessary.
    - Use available personal protective equipment as necessary.
    - Avoid toxic fumes or airborne chemicals.
3. Evacuation and Protection:
    - Evacuate the area or building if required.
    - Keep unauthorized people and students away from the affected area.

- Assist individuals who may require help (e.g., disabled, sick, injured, or those with access and functional needs).

4. Decontamination:
    - Decontaminate exposed areas with soap and water as soon as possible.
    - Flush eyes out with water.
    - For certain surfaces, use a 0.5% bleach solution (diluted 1:10 with household bleach).
5. Medical Attention:
    - Seek immediate medical attention for any exposed or potentially exposed individuals.
6. Secondary Hazards:
    - Stay aware of any secondary hazards or agents that may arise from initial release.

Additional Considerations (If Safe to Obtain Information):

1. Hazard Identification
    - Attempt to identify the type of hazard or the source of the release.
    - Investigate if the HVAC system has been compromised and turn it off if necessary.
2. Agent Characteristics:
    - Try to gather information on the agent's characteristics, such as:
        - Color (if visible)
        - Odor (if any)
        - Visible particles or suspension in air (particularly for powders less than 5 microns).
        - Whether the release is interior or exterior.
        - Direction and speed of the release (wind or plume).

Key Facts About Hazardous Agents:

- Powders and liquids: Coarse powders and liquids will generally remain within the release area unless disturbed.
- Powders with particle size < 5 microns are the most dangerous, as they can stay suspended in the air and spread to a wider area.

The concentration of the agent cannot be accurately determined until further testing.

Spill Clean Up

Chemical spills may not be cleaned up by school personnel. The cleanup will be coordinated through a designated contractor. Call the Area Director and Risk Management Services at (909) 386-9670.

Poisoning:

If a student ingests a poisonous substance:

1. Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
2. Call parents.
3. Notify the nurse's office.
4. Notify the Administrator/Risk Management at (909) 386-9670.
5. Complete Confidential Student Injury Report within 24 hours

Hazardous Substances

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Lacquer Thinner
- Solvents
- Paint
- Motor Oil
- Agricultural Spray
- Diesel Fuel
- Paint Thinner
- Kerosene
- Stain
- Anti-Freeze
- Brake Fluid Airborne
- Gases/Fumes

Always call for assistance and conduct the following:

- Extinguish all ignition sources, if safe to do so.
- Move people/personnel away or evacuate from contamination area.

If the spill is too great to handle, call 9-1-1 and contact your Area Director and Risk Management at (909) 386-9670.

If, after attempted containment, the release still poses either a present or potential threat, have Risk Management notify the California Office of Emergency Services at (916) 657-9464 and local emergency assistance organizations (fire, police, etc.) by calling the nearest law enforcement, fire department and providing the following information:

- Date, time, and exact location of the release.
- Name and telephone number of persons reporting the release.
- The type of fuel spilled and the estimated quantity.
- Description of potential hazards presented by the fuel spill.

- Document the time and date notification was made and the information provided.

Risk Management will provide a written report to the appropriate office of the California Department of Health Services which is required within 15 days after the incident.

6.12 Emergency Evacuation Procedures

In an emergency building evacuation, all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the principal or designee in cooperation with Emergency Services personnel.
- DO NOT re-enter the building without permission or the request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the principal, designee, or Incident Commander.
- Participate in post-evacuation debriefs to evaluate response and identify areas for improvement.

In an Emergency Building Evacuation, teachers will also:

- Take emergency backpack/folder & contacts form.
- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure the room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly.
- Account for all students
- Check room and report anything amiss to the Team Leader and/or Principal, designee, or Incident Commander.
- Debrief students to calm fears about the evacuation.
- Provide extra assistance for students with disabilities or special needs, ensuring appropriate accommodation and staff assignments during evacuation.
- Ensure emergency routes and assembly areas are accessible and comply with ADA regulations.

- Bring student rosters, medical records, and emergency contacts to ensure proper tracking and care at assembly points.
- Coordinate with designated support staff to ensure vulnerable students are safely evacuated.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the principal will:

- Notify the Area Director, Administrator, Assistant Superintendent, Superintendent, or designee of the Campus Evacuation.
- Under the direction of emergency authorities, cooperate in enlisting staff/ students with cars to help transport evacuees who are unable to transport themselves.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.
- Ensure emergency transportation vehicles are suitable for students with disabilities or mobility needs.
- Communicate with parents/guardians promptly using the school's emergency notification system, including details on the evacuation site and reunification process.
- Establish a secure reunification area at the relief center to ensure safe student release to verified parents/guardians.
- Bring necessary supplies, such as first aid kits, water, food, student medications, and emergency communication tools, to the evacuation site.
- Coordinate with law enforcement, fire departments, and other emergency personnel to ensure the safety and organization of the evacuation process.
- Maintain a written log of all actions, including departure and arrival times, to document the evacuation process.

6.13 Mass Casualty

In the event of a Mass Casualty Incident (MCI):

Initial Actions:

- Determine the nature of the problem and immediately call **9-1-1** to notify local emergency services.
- Clearly identify the problem, provide the school address, and include relevant details, such as the estimated number of casualties.

Assessment and Protocol Activation:

- Site administrators will assess the situation to decide whether to activate the School Site Disaster First Aid Team Protocols.
- Determine if the issue is ongoing or has been resolved to guide subsequent actions effectively.

Notifications:

- Notify the Area Director, Administrator, Assistant Superintendent, and other designees promptly.
- Keep parents and guardians informed through the school's emergency communication system.

Incident Command Coordination:

- A designated school representative will meet with the Incident Command Officer (e.g., Fire Department or Police Official) to determine the exact nature of the incident and coordinate actions.
- Implement Mass Casualty Tracking Protocols to account for all affected individuals and comply with state regulations.

Student and Staff Support:

- Remain calm, reassure students, and provide immediate emotional support.
- Teachers and staff:
    - Account for all students under their supervision.
    - Report missing or injured individuals to Incident Command
    - Follow all directives provided by the Incident Command.

Resource Coordination:

- The Fire Department and law enforcement agencies will coordinate additional resources.
- Notify the **Crisis Response Team** to convene and assist with the situation.

Evacuation and Reunification (if required):

- Work with the **Area Director** to determine if students need to be sent home or transported to a secure location.
- Coordinate with local authorities to ensure safe transportation or evacuation.
- Establish a secure **parent-student reunification process** with proper verification protocols.

Post-Incident Actions:

- Document all actions taken during the emergency, including timelines and communications.
- Conduct a **post-incident debriefing** with stakeholders to assess response effectiveness and identify areas for improvement.
- Provide follow-up support for students and staff, including access to **counseling services.** Note: A casualty is a victim of an accident or disaster.

6.14 Mass Casualty Student Tracking Sheet

MASS CASUALTY
STUDENT TRACKING SHEET

Page _____

Reporting Staff Member	STUDENT NAME/ID NUMBER	Released to	Contact Number	Time of Departure	Hospital

6.15 Bioterrorism

A biological attack, or bioterrorism, is the intentional release of viruses, bacteria, or other germs that can sicken or kill people, livestock, or crops. Bacillus anthracis, the bacteria that causes anthrax, is one of the most likely agents to be used in a biological attack.

The intent of this section is to provide guidance to SBCSS staff regarding rapid detection and investigation of disease outbreaks that could be the first indication of a biological attack. Early detection of illness saves lives, while providing better control of an act of bioterrorism when reporting unusual disease occurrence to the Public Health Department.

If a bioterrorism event is suspected, local emergency response systems should be activated. Notification should immediately include all local infection control personnel, school and district administration, and prompt communication with the local and state health departments, local police, and medical emergency services.

Below are examples of biological agents and how to respond. A biological agent is an infectious disease that can be naturally occurring or used in biological warfare.

Anthrax Threat

How to identify suspicious letters or packages. Some characteristics of suspicious letters or packages include the following:

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

Suspicious unopened letter or package marked with threatening message such as Anthrax

- Do not shake or empty the contents of any suspicious envelope or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have a container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.

- Wash hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow up investigations and advice.

Envelope with powder or powder spills out onto a surface.

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place it in a plastic bag, or some other container that can be sealed. The clothing bag should be given to emergency responders for the proper disposal.
- Shower with soap and water soon as possible. Do not use bleach or other disinfectants on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol. *Examples: small devices triggered warning that air handling systems is contaminated or warning that a biological agent is released in a public space.*

- Turn off local fans or ventilation units in the area.
- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infections is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

1. **Foodborne Botulism**

   The bacterium is ingested with the contaminated food source. Symptoms begin within six (6) hours to two (2) weeks, but most commonly between 12 to 36 hours after eating contaminated foods. Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

   These symptoms may be proceeded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

   To help prevent foodborne botulism avoid home canned products, expired canned food, home fermented food and homemade oils.

2. **Inhalation Botulism**

   Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalation botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

   Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccination in 1980.

Vaccination has proven effective in preventing the disease that has a mortality rate of about 30 percent. Since the discontinuation of the vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Smallpox is caused by a virus, which is too tiny to be seen by the eye. If a smallpox bioterrorist attack happens, public health authorities would find out once people started getting sick. Most likely, sick individuals will go to their primary care or local emergency rooms. The medical staff would try to rule out other more common illnesses first.

6.16 Immunization & Prophylaxis Pandemic & Bioterrorism

This San Bernardino County of Public Health Preparedness and Response Program (Program) provides basic steps to guide designated San Bernardino County Public Health Department, in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Program is a living document subject to periodic revisions when needed.

In the event of a bioterrorism outbreak and based upon the Program, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the city will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center). A MOU is currently in effect between the Department of Health and SBCSS.

6.17 Pandemic

Concept of Operation

1. **Mitigation**
   a) Work with local health officials and emergency preparedness officials.
   b) Prepare reference materials and databases for ICP operations.
   c) Develop and maintain procedures for activating, operating, and deactivating the ICP.

d) Identify information to be translated and identify which languages are represented in population.
e) Develop a communication plan for possible SBCSS school closures.

2. Preparedness

a) Review current pandemic influenza plan and current pandemic influenza response plan from San Bernardino County Public Health (SBCPH) and the California Department of Public Health (CDPH).
b) Train nurses and staff in flu-like symptom recognition to prevent the spread of the flu.
c) Begin intervention strategies should be used in combination with other infection control measures such as campaigns for hand hygiene, cough etiquette, and personal protective equipment (PPE) for SBCSS nurses and medical support staff.
d) Due to the limited resources available for the operations of schools, it is critical for the SBCSS school to identify the essential personnel and functions prior to an event.
e) Ensure that the standard surveillance/disease recognition procedures are in place and implemented.
f) Allocate additional custodial staff for cleaning and disinfection of sites.
g) Develop procedures for communicating with staff, students, and families.
h) Identify students and staff who are most vulnerable to serious illness (immune compromised, chronic illness, etc.).
i) Translate information and parent letters into a template form so that only minor changes will be needed at the time of an outbreak.
j) Improve the hygiene of students and staff. Use simple non-medical ways to reduce the spread of flu by "cough and sneeze etiquette," clean heads, and clean work areas.
k) Decide to what extent SBCSS will encourage or require children and staff to stay at home when they are mildly ill.
l) Review the health needs of students and staff. Some may have greater risk of infections. Encourage those to talk to their health care provider. Some may need to be more cautious in staying home.
m) Develop procedures for communicating with the San Bernardino County Department of Public Health (SBCDPH)
n) Develop alternative learning strategies such as collaborative agreements with local televisions or cable stations and/or providing lessons via web base systems.
o) Educate staff, students, and parents about the differences between seasonal flu, bird flu, and pandemic flu; best hygienic practices to prevent any sort of flu; what could occur in a pandemic.
p) Exercise plan through drills, tabletops, and full-scale exercises to ensure operational readiness.

3. **Response**

a) Activate a site ICP and the SBCSS EOC, as necessary. Utilizes the Incident Command System (ICS) for planning and response to emergency/disaster events.

b) Begin heightened surveillance reporting to SBCSS Emergency Operation Center (EOC) and Public Health.
c) Start communicable disease control measures.
d) Notify parents, staff, and students of initial and/or expanded outbreaks and school closures.
e) Refer to COVID-19 Action EZ Sheet
f) Have translators review all information and templates. Finalize the information that will be provided to non-English speaking families.
g) Hold faculty/staff meetings and communicate with SBCSS through routine newsletters and emails to provide information on the extent of pandemic flu in the community.
h) Document critical actions taken.
i) Conduct timely debriefings to identify lessons learned and make necessary changes to the plan.
j) Comply with all Federal, State, or Public Health Orders regarding vaccinations and testing.

4. **Recovery**
   a) Mobilize the Crisis Recovery Team that provides emotional-psychological support.
   b) SBCPH will issue a declaration and press release that schools can open.
   c) Continue communicating with local health department
5. **General**
   a) During a virus outbreak or an influenza pandemic, SBCSS will be responsible for maintaining essential operations in line with its mission and supporting the public health response where possible. SBCSS will maintain communications and will implement recommended procedures that promote the health and safety of the staff, visitors, and students.
6. **Task Assignment**
   a) The County Superintendent of Schools or designee will:
      1. Outline general policies on school closures.
      2. Pre-approved parent letters for different stages of outbreak will be sent from SBCSS – Public Health.
      3. During a virus outbreak or an influenza pandemic situation, and under the direction of the County Public Health Officer, close or re-open SBCSS facilities.
   b) The Emergency Preparedness Coordinator will:
      1. In coordination with the County Superintendent of Schools or designee and County Public Health Officials, develop operating procedures for a virus outbreak or an influenza pandemic event.
      2. Assist in the development of pre-scripted letters and messages to parents, staff, and students.

3. In coordination with the PIO, educate the school staff, students and families regarding a virus outbreak or influenza pandemic.

c) Student Program Services will:

1. Plan for continued education of students. Since a pandemic involves highly contagious and infectious diseases, it is extremely important that every precaution be taken to prevent exposure of the disease to those who are healthy. At the same time, it is important that education continues to be offered to students.

d) The PIO will:

1. In coordination with the Emergency Preparedness Coordinator and the San Bernardino Public Health Department will develop and coordinate all pre-scripted letters and messages to parents, staff, and students.

6.18 Opioid Overdose Mitigation

6.18.1 Dangers of Synthetic Drugs

Dangers Of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis, specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and death in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include, but are not limited to, synthetic cannabinoids (“synthetic marijuana,” “spice,” “k”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has warned about the extreme danger of drugs laced with fentanyl. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH's *Substance and Addiction Prevention Branch* (SABP) can be found here.

6.18.1 Pupil Health: Extreme Weather Conditions: Physical Activity (EC 33355).

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

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

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

**Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.*
*** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.*

Consider air quality impacts during extreme heat:

Higher temperatures can lead to an increase in ozone, a harmful air pollutant. Check the Air Quality Index (AQI) in your area to determine if air quality is healthy or unhealthy and what steps to take to protect health.

Additionally, hotter temperatures and drought conditions can increase the risk of wildfires. Wildfire smoke can severely impact air quality locally and downwind. Health effects from exposure to particulate matter in wildfire smoke can include eye and lung irritation, exacerbation of asthma and other impacts.

Assembly Bill 1653 (AB 1653): Effective July 1, 2024, this law requires all California interscholastic Federation (CIF) member schools to adhere to the CIF Heat Illness Prevention and Heat Acclimatization Policies. These policies mandate the use of the WetBulb Globe Temperature (WBGT) to assess heat stress and implement appropriate measures during high-temperature conditions.

Cal/OSHA Indoor Heat Regulations: On June 20, 2024, the Occupational Safety and Health Standards Board approved California Code of Regulations, Title 8, Section 3396, titled "Heat Illness Prevention in Indoor Places of Employment." This standard, effective July 23, 2024, applies to most indoor workplaces where temperatures exceed 82 degrees Fahrenheit, requiring employers to implement safety measures to prevent heat illness.

6.19 Response Procedures for Sudden Cardiac Arrest and Life-Threatening Medical Emergencies

In compliance with **AB 2887**, effective **July 1, 2025,** SBCSS has established the following procedures to respond to incidents involving an individual experiencing **sudden cardiac arrest (SCA) or a similar life-threatening medical emergency** while on school grounds:

1. **Immediate Recognition and Response:**
   - Any staff member witnessing a potential cardiac arrest or life-threatening medical emergency must immediately **call 911** and notify school administration.
   - Staff should assess the individual's condition, checking for responsiveness, breathing, and pulse.
2. **Initiation of Emergency Care:**
   - If the individual is unresponsive and not breathing, **Cardiopulmonary Resuscitation (CPR)** should be administered immediately.
   - If an **Automated External Defibrillator (AED)** is available on campus, it should be retrieved and used according to the device instructions.
3. **School Response and Coordination:**
   - The school nurse (if available), trained personnel, and administration must be immediately informed to assist in response efforts.
   - A designated staff member should be assigned to guide emergency responders upon their arrival.
4. **Training and Preparedness**
   - All school staff should undergo annual training on recognizing cardiac arrest, performing CPR, and using an AED.
   - Emergency drills should include a review of procedures for responding to life-threatening medical emergencies.
5. **Post-Incident Review:**
   - After any SCA or medical emergency incident, a debriefing session will be conducted to assess the response effectiveness and identify areas for improvement.
   - Document of the incident and response actions must be completed and submitted to the appropriate school authorities.

7.0 Incident Command System

Concepts and Components:

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) should be adapted to SBCSS schools.

Methodology:

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are Management, Planning, Operations, Logistics, and Finance/Administration.

Under SEMS, the ICS teams can be expanded or reduced, depending on the situation and the immediate needs. When needed or situations limit personnel resources, one person can do more than one function.

Every incident needs a person to be in charge. In SEMS and ICS, this person is called the Incident Commander. The IC has responsibility over the incident and aligns resources with the needs of the incident.

When personnel resources are available it is imperative to maintain the "span of control". No one person should supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

When communicating via radio or in person plain language should be used. The term "common terminology" refers to the simple terms and language used to effectively relay information from one person to another. All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology.

When public safety entities, like fire departments, police agencies or other responders come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

Position Roles:

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, including multi-disciplines and:

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications and avoids duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

7.1 Incident Command System Functions:

- Management (The “Deciders”) are responsible for overall policy and coordination.
- Operations (The “Doers”) are responsible for the response to a situation.
- Planning and intelligence (The “Knowers and Thinkers”) are responsible for assessing the situation, writing situation reports, anticipating changing situations, documenting the response, and managing maps and status boards.
- Logistics (The “Getters”) are responsible for getting what is necessary to support the DOERS (getting the workers, personnel/student resources, supplies, and equipment).
- Finance and Administration (The “Payers”) are responsible for timekeeping of response workers during the disaster response and recovery phases, keeping comprehensive financial records, and maintaining/managing all recovery records.

Incident Commander (The “leader”)

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort within each school site or facility. The IC or Management Section is also responsible for interacting with each other and ensuring relative incident information is shared with the site’s ICS teams. This team will set the objective of the site’s emergency response and align staff to help fulfill the needs of the incident.

In a smaller setting the IC can also fulfill the role of the public information officer, safety officer and liaison. Typically, the roles are best delegated to the principal or other administrator of the site. In their absence, the position can be filled by the next best person with knowledge of the site’s emergency response capabilities and incident needs.

Operations Section (The “doers”)

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans.

This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations. Typically, duties include shutting off utilities (only as needed), gathering information about the site and visually assessing the facility for hazards or impacts. The section staff may also assist with light search and rescue operations or assist with first aid needs.

Planning/Intelligence Section (The “thinkers”)

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to the IC. The staff will also assist in the reunification of students and can operate the release location. For the best practices, staff will have access to emergency cards and be familiar with students’ needs/

Logistics Section (The “getters”)

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials. The section will help maintain communications internally at the site and with external partners, like the SBCSS EOC.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase. Assigned staff will help ensure all staff and visitors leaving and arriving at the site are documented. This may include vendors, SBCSS staff for outside the normal site's operational staff and any responders that may be assisting.

Unified Command Structure

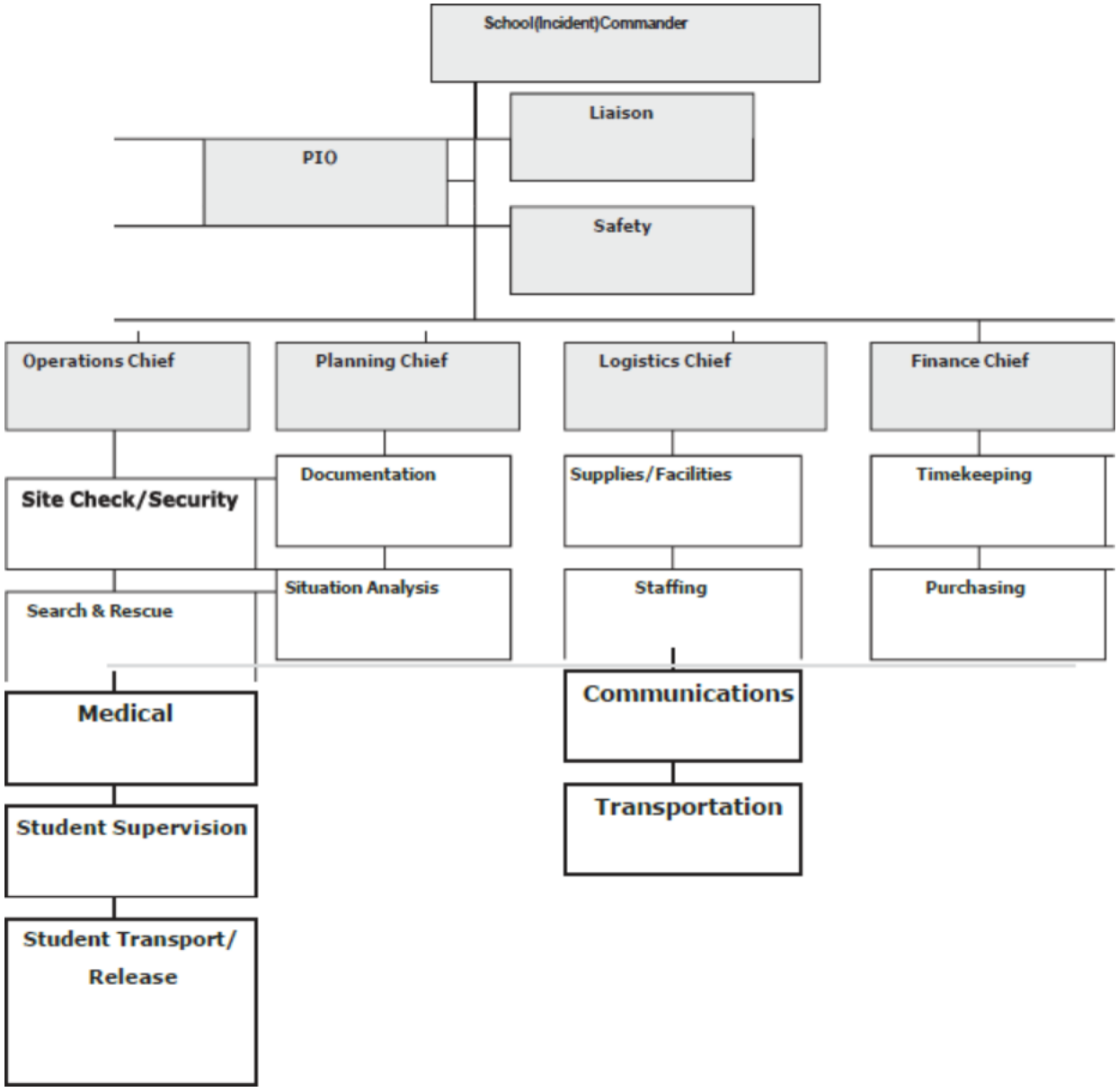
Unified Command is a procedure used at incidents which allows all agencies with geographical, legal, or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command:

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

SEE INDIVIDUAL SCHOOL SITE



School Sites General Emergency Response Areas and Identifiers

Each site has four (4) predesignated general areas that should be utilized during emergency evacuations. The areas ensure a collaborative response from school site staff. The predetermined areas also provide a standardized system for situational awareness for all school staff and responders. The locations may be

relocated to offsite locations when impacts have severely impacted the facility. All information collected and cataloged at each area shall be communicated to the incident commander. The four (4) General Emergency response Areas include:

Command Post – The centralized location is where the incident commander will coordinate all response efforts and communicate with resources (internal and external).

First Aid/Triage – All persons needing medical care should be collected and recorded in this area. The area will be used to provide first aid care to those in need while identifying the most severely injured.

Reunification Area – The area should be in a secured location to ensure the proper release of students or staff. All releases shall be in accordance with SBCSS standard operating procedure. All parents or guardians shall be vetted with proper identification.

Evacuation Area – This shall be used to stage all non-injured students or staff while waiting for the next actions and instructions. When possible, classes should be combined to maximize the use of staff personnel in other areas. Classroom attendance rosters and accountability lists should be collected here and relayed to the command post

See Individual Site for Evacuation Map and Standardized Signage

7.3 Emergency Operations Center

San Bernardino County Superintendent of Schools (SBCSS) Emergency Operations Center (EOC) Standard Operating Procedures is to communicate and coordinate SBCSS personnel, facilities, and resources during critical incidents, man-made emergencies, and major natural disasters.

The EOC will function using the Standardized Emergency Management System (SEMS) and follow the National Incident Management System (NIMS) concepts of operations. These procedures will serve to define and provide direction for the overall function of the EOC and SBCSS interest during emergency incidents.

The EOC provides a small, centralized focus of authority and information and allows for face-to-face coordination among personnel who must make decisions regarding priorities in the use of resources. The following are the major functions performed by the EOC:

- Receive and disseminate warnings to all SBCSS schools and sites.
- Coordinate emergency operations between agencies.
- Develop procedures and determine state of emergency for the Superintendent and Board of Education.
- Collect intelligence from, and disseminate information to, the various EOC representatives, cities, county, communities, state, federal agencies, and media.

- Maintain general and specific maps, information display boards and other data pertaining to emergency operations.
- Prioritize emergency responses and allocation of resources.
- Control and coordinate, within established policy, the operations and logistical support of school and departmental resources committed to emergency operations.
- Identify and have delivered the resources needed to the site incident commander.

ACTIVATION AUTHORITIES

The decision to activate the EOC may be made by County Superintendent, Ted Alejandre, Joe Sanchez, Director of Risk Management, Rhonda Massaro, Risk Management Analyst, or Alexander Rodriguez, Safety Compliance Manager.

After news of an incident is received, the EOC Director or authorized staff member shall activate the EOC, conduct a needs assessment and begin calling other members of the EOC teams as appropriate to request that they report to the EOC. A Scribe will need to be available to keep a record of the incident.

ACTIVATION LEVELS

There are three activation levels of the EOC. Those staff members having the authority to activate the EOC are free to use their best judgment in directing whichever level is needed to respond to a specific emergency or potential emergency.

LEVEL ONE

The EOC will be activated to Level One and Incident Command Structure (ICS) will be implemented whenever a situation at or near an SBCSS facility has the potential to require a level of response beyond normal day-to-day operations and close monitoring by management may be necessary to facilitate a smooth transition to and from emergency operations.

Examples of situations that would activate a Level One Situation would be: Severe Weather Advisory, Small Incidents involving two (2) or more sites or departments, Earthquake Advisory, Flood Watch, and Fires.

LEVEL TWO

The EOC will be activated to Level Two whenever a potential or existing situation at or near an SBCSS facility or immediate surrounding area is escalating to the extent that it will impact the associated SBCSS program for four or more hours and will require substantial resources not under the control of the affected departments.

Examples of situations that would activate a Level Two Situation would be: Moderate earthquake, wildfire affecting schools or sites, major wind, or rainstorm, two or more large incidents involving

2 or more sites or departments, imminent earthquake alert, imminent major civil disturbance, and mud or debris flow.

LEVEL THREE

The EOC will be activated to Level Three when the emergency or potential emergency requires a heavy commitment of SBCSS and possibly mutual aid resources **for over eight hours and centralized coordination will greatly facilitate emergency response operations.**

Examples of situations that would activate a Level Three Situation would be: Major district, city or regional emergency, multiple sites, or departments with heavy resource involvement, major earthquake.

EXECUTIVE TEAM

The Superintendent, Assistant Superintendents, and EOC Director perform the Executive Management functions. They work out of the Superintendent's office which is in a separate location from the EOC. They are kept informed and provide advice and direction to the EOC as needed. The EOC Director is the primary "bridge" or connecting point between the Management Team and the EOC.

COMMUNICATION:

- Main Phone:
- SBCSS Internal
- SBCSS.EOC@sbcss.net

Role: The EOC Director is in charge of the disaster response at all SBCSS locations, including the overall management of all incident activities, including the development and implementation of strategy, and for conferring with the Superintendent regarding the approval, ordering and release of resources.

Time Commitments: During larger-scale incidents, the EOC may need to be activated on a 24-hour, multiple-day schedule. In this case, the EOC will operate on an A/B shift (12-hour rotation) schedule, with the Director having responsibility for the "A" shift. The Deputy Director will have responsibility for the "B" shift.

School Site Coordinators

School Site incident command will be responsible for compiling Damage Assessment information received from the School Sites regarding building conditions and requests for assistance within their areas. School Site Coordinators report to the Operations Section Chief. In the initial phase of the incident, they may report directly to the EOC Director or a designated section within the EOC.

APPENDICES

APPENDIX A – Superintendent Approval Memo

San Bernardino County Superintendent of Schools

Ted Alejandre
County Superintendent

Transforming lives through education

Memo

09/15/2026

FROM: Ted Alejandre, County Superintendent

SUBJECT: **Student Services School Site Safety Plans**

To Whom It May Concern:

I, Ted Alejandre, San Bernardino County Superintendent of Schools, hereby certify that I have approved the following school site safety plans under the authority given to me in San Bernardino County School Board Policy Number 351:

School Name	Address
Adelanto Child Development Center and Friendship	17927 Jonathan St., Adelanto, CA 92301
Apple Valley County Early Education Center	18415 Nakash Rd, Apple Valley, CA 92307
Barbara Phelps Community School	1812 West Park Ave, Rialto, CA 92373
Bob Murphy County Community School	149 North Arrowhead Ave, Rialto, CA 92376
Burton Thrall School (Central Juvenile Court)	900 E. Gilbert St., San Bernardino, CA 92415
David Stine Chaffey West Community School	5033 Holt Blvd, Montclair, CA 91763
Dorothy Gibson County Community School	1800 E. Seventh St., Ontario, CA 91764
Frost County Early Education Center	12860 Banyan St., Etiwanda, CA 91739
General Colin L. Powell State Preschool	37041 Rhineland Dr., Ft. Irwin, CA 92310
Live Oak County Early Education Center	2547 E. Riverside Dr., Ontario, CA 91761
Lucy Siegrist (Siegrist 1 & 2 State Preschool)	15922 Willow St., Hesperia, CA 92345
Mulberry County Early Education Center	8435 Archibald Ave, Rancho Cucamonga, CA 91730
Norma Covert Early Education Center	14079 Meadow Grove Dr., Victorville, CA 92392
Students Transitioning to Adult Responsibilities (S.T.A.R.)	17260 Bear Valley Rd., #C107, Victorville, CA 92392
Tri-City County Community School	244 South D. St., San Bernardino, CA 92401
Vision Alternative Learning Academy (VALA)	12555 Navajo Rd., Apple Valley, CA 92308
Victorville Education Center	12421 Hesperia., #4, 5, & 6, Victorville, CA 92395
Vision Community School	171 H St, Suite A, Colton, CA 92324
William J. Ingels County Education Center	25757 Agate Rd., Barstow, CA 92311
Yucca Valley Community School	58945 Business Center Dr., Suite A, Yucca Valley, CA 92284

Sincerely,

DocuSigned by:
Ted Alejandre
3CF3F8ED4885491

Ted Alejandre
County Superintendent

Office of the Superintendent

601 North E Street • San Bernardino, CA 92415-0020 • P: 909.386.2406 • F: 909.888.5480 • www.sbcss.net

APPENDIX B – CSSP Compliance Tool

Compliance Tool for a Comprehensive School Safety Plan
California *Education Code* sections 32280–32289.5
Required and Recommended Components for a Comprehensive School Safety Plan
Includes Information on AB 452 and SB 906 California *Education Code* 49390-49395

Note: This tool is designed to assist schools in developing and updating Comprehensive School Safety Plans (CSSPs). While the use of this tool is optional, it does contain important required legislation that each school, school district, and county office of education (COE) is responsible for. Local educational agencies (LEAs) must comply with required sections of California *Education Code* sections 32280–32289.5 and sections 49390-49395

Section 32280

Components	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
It is the intent of the Legislature that all school staff be trained on the CSSP	Include date and plan	n/a

Section 32281

Components	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc. Include planning committee roster)
(b)(1) Plan is written and developed by a school site council (SSC) **(2)** The SSC may delegate this responsibility to a safety planning committee made up of the principal/designee, a teacher, a parent of child who attends the school, a classified employee, and others, if desired	Include date and plan	Include planning committee roster

Components	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc. Include planning committee roster)
(b)(3) SSC/Planning Committee consulted with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP The CSSP and any updates made to the plan must be shared with the law enforcement agency, the fire department, and the other first responder entities **(b)(4)** In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.	Include date and agencies	n/a

Section 32282

Components	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) CSSP includes, but is not limited to the following:	n/a	n/a
(1) An assessment of the current status of school crime at the school and at school-related functions that may be accomplished by reviewing one or more of the following types of information, is included: • Office Referrals • Attendance rates/School Attendance Review Board • Suspension/Expulsion data • California Healthy Kids Survey • School Improvement Plan • Local law enforcement juvenile crime data • Property Damage data	Include date and plan	Describe the data reviewed and key analysis points, and table of findings Document how this information was shared with SSC/planning committee
(2) Appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety are identified. These include but are not limited to the following:	Include date and plan	Additional items to consider: Multi-Disciplinary Threat Assessment Teams
(A) Child Abuse Reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.	Include date and plan	Include board policy and site-specific steps
(B)(i) Disaster procedures, routine and emergency plans, and crisis response plan are developed and include adaptations for pupils with disabilities and the following:	Include date and plan	Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting *California Code of Regulations*

Components	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(I) Earthquake emergency procedure system that includes: **(ia)** A school building disaster plan **Note:** Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners. These situations may include but are not limited to: Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes **(ib)** a drop procedure (whereby students and staff take cover). Drop procedure practice must be held once each quarter in elementary and once each semester in secondary schools **(ic)** protective measures to be taken before, during, and after an earthquake **(id)** a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures	Include date and plan	Detail response procedures may include: • Lock Down • Secure School • Active intruder or other threat(s) Describe information on training and exercise drills
(II) Procedures are established to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency	Include date and plan	n/a
(C) Suspension/Expulsion policies and procedures	Include date and plan	Refer to board policy, include site-specific steps, if needed

Components	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(D) Procedures to notify teachers of dangerous pupils pursuant to Education Code 49079.	Include date and plan	Refer to board policy, include site-specific steps, if needed
(E) Discrimination and Harassment Policy that includes hate crime reporting procedures and policies	Include date and plan	Include complaint and investigation procedure
(F) If a Schoolwide Dress Code exists, include prohibition of gang-related apparel	Include date and plan	n/a
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site	n/a	Reference campus visitor policies. Other items may include but are not limited to: crossing guard program, safe routes to school, pedestrian, vehicle and bicycle policies, traffic safety
(H) Maintain a safe and orderly environment conducive to learning at the school	Include date and plan	n/a
(I) Rules and procedures on school discipline are established	Include date and plan	n/a
(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions must be developed. The procedures to prepare for active shooters or other armed assailants are based on the specific needs and context of each school and community **Note:** Effective January 1, 2019, AB 1747 requires the inclusion of these procedures	n/a	Consult with local law enforcement partners on developing these procedures
(K) If a comprehensive school safety plan includes procedures to prepare for active shooters or other armed assailants by conducting a drill, a school shall not conduct a "high intensity drill" as defined.	Include date and plan	32282 See details in Section K on the prohibitions against "high intensity drills"

Components	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(L) Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.	Include date and plan	Consult with local law enforcement partners on developing these procedures
(M)(i) Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.	Include date and plan	Must be established upon next review on or after July1, 2025
(N) For schools that serve pupils in any of grades 7 to 12, inclusive, a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.	Include date and plan	
(3)(A) Instructional Continuity Plan to establish communication and provide instruction when in-person instruction is disrupted due to an emergency.	Include date and plan	Must be established by July 1, 2025. See best practices and resources at https://www.cde.ca.gov/re/di/or/icpguidance.asp
(c) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees	Include date and plan	n/a
(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented An updated file of all non-sensitive safety-related plans and materials is readily available for inspection by the public	School must review, update, and adopt by March 1	n/a

Components	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(e) The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the CSSP	Include date and plan	Comments: The Legislature encourages, and the California Department of Education (CDE) concurs, that these procedures and other related policies be included in the CSSP Online Bullying Prevention Training Programs can be accessed on the CDE Bullying Publication and Resources web page at https://www.cde.ca.gov/ls/ss/se/bullyres.asp

Section 32282.1

Components	**Recommendation Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) Schools are encouraged to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district): • Mental health professionals, school counselors • Community intervention professionals • School resource officers, police officers on campus **(b)** The guidelines are encouraged to include strategies that create and maintain positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time	Include date and plan	Include school counselors, nurses, coaches, athletic directors, and other positions, if used

Section 32284

Components	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
Plan **may** include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school	Include date and plan	n/a

Section 32286

Components	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) Each school review, update, and adopt its plan by March 1, every year	Include date and plan	See Education Code Section 32288 for guidance on school district or COE approval timeline

Section 32288

Components	**Mandate Met** (date, plan)	**Comments, Suggested Details** (resources, activities, etc.)
(a) Submit the plan to school district office or COE for approval	Include date and plan	CDE recommends that the plans be approved within a month of school adoption or as soon as possible
(b)(1) Before adopting its CSSP, SSC/Planning Committee presented the school safety plan at a public meeting at the school site that allowed for public opinions	Include date, agenda, and supporting communications	See notification requirements in Section 32288(b)(2) and recommendations in Section 32288(b)(3)
(c) Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with Section 32281	Written notification to State Superintendent	Mail to: CDE-SHSO 1430 N Street Suite 4309 Sacramento, CA 95814 Email: SHSO@cde.ca.gov

Section 49390

Components (Added by Stats. 2022, Ch. 144, Sec. 1. (SB 906) Effective January 1, 2023.)	**Mandate Met** (date, plan)	**Comments suggested details**
	n/a	Review definitions to properly implement the required legislation

Section 49392

Components	Mandate Met (date, plan)	Comments suggested details
Local educational agencies serving pupils in kindergarten or any of grades 1 to 12, inclusive, shall, include in the annual notification pursuant to Section 48980, to the parents or guardians of pupils in kindergarten or any of grades 1 to 12, inclusive, information related to the safe storage of firearms.	n/a	n/a

Section 49393

Components (Added by Stats. 2022, Ch. 144, Sec. 1. (SB 906) Effective January 1, 2023.)		
(a) A school official who is alerted to or observes any threat or perceived threat, as described in subdivision (e) of Section 49390, shall immediately report the threat or perceived threat to law enforcement. The report shall include copies of any documentary or other evidence associated with the threat or perceived threat.	n/a	n/a

Section 49394

Components	Date consulted with Law Enforcement	Comments Suggestions
Provide support to law enforcement in its investigation and threat assessment.	n/a	n/a

APPENDIX C – School Closure Considerations

Local educational agencies (LEAs) have many factors to consider when making a school closure decision. First and foremost is safety for students and staff. LEAs should consider the factors below, in addition to any other relevant local conditions or concerns, when deciding to close school.

Health and Safety:

- Is access to the school site impeded?
- Will the school be able to provide adequate supervision?
- Is backup power available and/or does the site have adequate daylighting?
- Will the school have safe drinking water and functioning bathrooms?
- Can the site maintain fire and life safety via alarms or backup monitoring?
- Will the school be able to serve meals?
- Will the school be able to maintain student support services (e.g., health and counseling)?

Using an Equity Lens:

- Socioeconomically disadvantaged families may not have options for alternate child care.
- Working parents and guardians are disproportionately affected by school closure and could suffer significant professional or economic consequences as a result.
- Students receiving free or reduced-price meals may not have a reliable alternate source of healthy food.
- Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure.
- Schools provide safe and supportive environments for their students; our most vulnerable students rely on them most.

Instructional Time:

- Instructional time is foundational to students' academic achievement. LEAs should consider adding instructional days or minutes to the school calendar when time is lost due to school closure.
- LEAs that have a foreseeable loss of instructional time due to a history of school closures should consider adding "built-in emergency" days to the annual school calendar.
- Information on requesting credit for lost attendance and instructional time during an emergency is available on the California Department of Education Form J-13A webpage.

Timing and Communication Plan:

- In making the decision to close school, an LEA should balance the desire to provide parents and guardians sufficient notice of a school closure with the potential of cancelling school prematurely.
    - Encourage families to create contingency plans in the event a school closure materializes.
- Have a plan to communicate regularly with your students, parents and guardians and employees.

APPENDIX D

Injury and Illness Prevention Program

INJURY AND ILLNESS PREVENTION PROGRAM

RESOURCES & GLOSSARY
Guide to Developing Your Workplace Injury and Illness Prevention Program with checklists for self-inspection
http://www.dir.ca.gov/dosh/dosh_publications/IIPP.html#25

Division of Occupational Safety and Health (Cal/OSHA) http://www.dir.ca.gov/dosh/

IIPP GLOSSRY OF TERMS

Accident:
The word "accident" could be interchanged with "incident". "Accident" is used in this case to conform to the language found in the OSHA standard. Use of the word "accident" is not intended to assign fault or responsibility.

Administrator:
One who is responsible for the execution of program in public affairs, as distinguished from policy making.

Implementing:
To carry out or accomplish.
To ensure fulfillment by concrete measures.

Maintaining:
To keep in an existing state (as of repair, efficiency, or validity).
Monitor and preserve from failure or decline.

Communication system:
The manner and methods in which employer and employees provide and share health and safety information.

Examples should include the following:

- Internal staff bulletins, whether distributed electronically or materially.
- Monthly distribution of SCSRM's "Safety Bill Says…" throughout the site.
- Staff and departmental meetings (documentation of attendance required).
- Safety material postings in high-traffic public areas.
- Anonymous Suggestion Systems, including a policy prohibiting reprisal for reporting a safety concern.
- Training (documentation of attendance required).
- Regularly scheduled Safety Committee meetings (documentation of attendance required) and the availability of minutes upon request.
- New employees will be informed and given a copy of the Illness and Injury Prevention Program.

Compliance:
Conformity in fulfilling a legal requirement.

Imminent hazard:
An immediate source of danger.
Revised 5/2023

INJURY AND ILLNESS PREVENTION PROGRAM

COMMUNICATION

All managers and supervisors are responsible for communicating with employees about occupational safety and health in a form you can readily understand. Our communication system encourages all employees to inform their managers and supervisors about workplace hazards without fear of reprisal.

Our communication system includes:

- Aeries Communication
- Safety Tips to be shared at staff meetings.
- Emails, memo, flyers, and safety matters newsletters.
- Safety suggestions may be submitted online via the Anonymous Safety Suggestion Form
  - To access the form, please click the hyperlink above or scan the QR Code:



- Quarterly Safety Committee meetings for each administrative site.
- Bulletin boards and safety posters located in the break room.
- Safety Emergency Preparedness flip charts are posted on walls.

HAZARD ASSESSMENT

Periodic inspections and evaluations to identify workplace hazards are performed by a competent observer in our workplace as follows:

- When IIPP was initially established;
- When new substances, processes, procedures, or equipment which present potential new hazards are introduced;
- When new, previously unidentified hazards are recognized;
- When occupational injuries and illnesses occur;
- Whenever workplace conditions warrant an inspection;
- And at least once per year.

ACCIDENT/EXPOSURE INVESTIGATION

Procedures for investigating workplace accidents and hazardous substance exposures include:

- Interviewing injured employees and witnesses;
- Examining the workplace for contributing factors associated with the accident/exposure;
- Determining the cause of the accident/exposure;
- Taking corrective action to prevent the accident/exposure from reoccurring; and
- Recording the findings and actions taken.

Refer to the California Schools Risk Management Incident Investigation Reference Guide.

INJURY AND ILLNESS PREVENTION PROGRAM

HAZARD CORRECTION

Unsafe or unhealthy work conditions, practices or procedures are corrected in a timely manner based on the severity of the hazards. Hazards are corrected per the following procedures

- When observed, or discovered; and
- When an imminent hazard exists, which cannot be immediately abated without endangering employee(s) and/or property, we will remove all exposed workers from the area except those necessary to correct the existing condition. Employees who are required to correct the condition are provided with the necessary training and protection.

TRAINING AND INSTRUCTION

All employees, including managers and supervisors, are provided with training and instruction on general and job-specific safety and health practices. Training and instruction is provided:

- When the IIPP is first established;
- To all employees with respect to hazards specific to each employee's job assignment;
- To all employees given new job assignments for which training has not been previously provided;
- Whenever new substances, processes, procedures, or equipment are introduced to the workplace and represent a new hazard;
- Whenever the employer is made aware of a new or previously unrecognized hazard;
- To supervisors to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed;
- To all new employees.

RECORDKEEPING

- Written documentation of the identity of the person or persons with authority and responsibility for implementing the program.
- Written documentation of scheduled periodic inspections to identify unsafe conditions and work practices.
- Written documentation of training and instruction.

RELATED SAFETY PLANS AND PROGRAMS

The following safety programs are part of our IIP Program:

1. Safe Schools Plan
2. Student Services Safety Committee
3. Online Safety Training is available for all employees
4. Annual fire drill
5. Annual earthquake drill
6. Annual active shooter drill
7. CPR and First Aid Training
8. Care of the back training
9. Defensive driver training
10. Fire extinguisher training

INJURY AND ILLNESS PREVENTION PROGRAM

RESOURCES & GLOSSARY
Guide to Developing Your Workplace Injury and Illness Prevention Program with checklists for self-inspection
http://www.dir.ca.gov/dosh/dosh_publications/IIPP.html#25

Division of Occupational Safety and Health (Cal/OSHA) http://www.dir.ca.gov/dosh/

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Administrator:
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Implementing:
To carry out or accomplish.
To ensure fulfillment by concrete measures.

Maintaining:
To keep in an existing state (as of repair, efficiency, or validity).
Monitor and preserve from failure or decline.

Communication system:
The manner and methods in which employer and employees provide and share health and safety information.

Examples should include the following:

- Internal staff bulletins, whether distributed electronically or materially.
- Monthly distribution of SCSRM's "Safety Bill Says…" throughout the site.
- Staff and departmental meetings (documentation of attendance required).
- Safety material postings in high-traffic public areas.
- Anonymous Suggestion Systems, including a policy prohibiting reprisal for reporting a safety concern.
- Training (documentation of attendance required).
- Regularly scheduled Safety Committee meetings (documentation of attendance required) and the availability of minutes upon request.
- New employees will be informed and given a copy of the Illness and Injury Prevention Program.

Compliance:
Conformity in fulfilling a legal requirement.

Imminent hazard:
An immediate source of danger.

APPENDIX E

Student Emergency Card

2025-2026	Student Emergency Card	1/30/2026

Student Information Page 1

Student ID	Last Name	First Name	Middle Name	Gender	Grade	Birthdate

Resid Address

Mailing Address

Birth Place

Student's Mobile

Student's Email

Counselor

Teacher

Parent/Guardian Information

Primary Phone

Father's work

Language:

Mother's work

Emergency Contacts

Mobile

Code

Phone

Parent Signature

The Data Confirmation was electronically signed.

Parent/Guardian Signature **Date** **Time**

APPENDIX F

Priority Leave Survey

San Bernardino County Superintendent of Schools

Transforming lives through education

Ted Alejandre
County Superintendent

Memo

July 1, 2025

TO: All SBCSS Employees

FROM: SBCSS Management Team

SUBJECT: Priority Release in the Event of an Emergency

As per California Government Code Section 3100-3109, all public employees are declared disaster service workers in the event of a disaster. The code also states "… All employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law." **All school staff members are automatically expected and required to remain on duty until all students are released to their parents.**

In the event of a disaster, staff will be released as the need for their service declines (as the number of students on campus declines). We will use the following information to determine which staff will be released first.

SBCSS Priority Leave Survey

Employee Name _____ Department _____

Site Location _____ Work Phone ( ) -

Home Address _____ City _____ Zip Code _____

Home Phone No. ( ) - Cell Phone No. ( ) -

Emergency Contact Name: _____

Emergency Contact Phone ( ) - Emergency Contact Cell Phone ( ) -

Please check if one applies:

☐ Yes ☐ No I have a child/children living at home. If yes, their ages are: _____

☐ Yes ☐ No I care for a chronically ill or elderly person.

☐ Yes ☐ No I share responsibilities with someone who would be available to care for my family in my absence.

Other: _____

I declare under penalty of perjury that the above statements are correct and true to my knowledge, information and belief.

Employee Signature: **Date:**

Distribution	
Employees	**Return completed form to your immediate supervisor.**
Supervisors	**Keep this form for your records. DO NOT send to Risk Management Services.**

APPENDIX G
Immigration Notification

San Bernardino County Superintendent of Schools

Transforming lives through education

Ted Alejandre
County Superintendent

[date placeholder]

Staff Notification of Immigration Enforcement Presence

To All Staff,

Please be advised that on [DATE] at approximately [TIME], immigration enforcement personnel were confirmed to be present at [SCHOOL NAME], specifically at [LOCATION ON CAMPUS].

This notification is provided in accordance with Senate Bill 98. No personally identifiable information has been disclosed.

For additional guidance and resources, please refer to: Student Services - San Bernardino County Superintendent of Schools

Thank you,
[ADMINISTRATOR NAME]

Student Services • Mylene Pierre, Assistant Superintendent
1950 South Sunwest Lane, Suite #300 • San Bernardino, CA 92408-3258 • P: 909.387.8611 • F: 909.387.8622 • www.sbcss.net

San Bernardino County Superintendent of Schools

Transforming lives through education

Ted Alejandre
County Superintendent

[date placeholder]

Notification of Immigration Enforcement Presence

Dear Parent/Guardian,

This is to inform you that on [DATE] at approximately [TIME], immigration enforcement personnel were confirmed to be present at [SCHOOL NAME], specifically at [LOCATION ON CAMPUS].

We are committed to maintaining a safe and supportive environment for all students and families. No personally identifiable information has been shared.

For more information and resources, please visit: Student Services - San Bernardino County Superintendent of Schools

Sincerely,
[ADMINISTRATOR NAME]

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[date placeholder]

Notificación de Presencia de Autoridades de Inmigración

Estimado/a Padre/Madre o Tutor/a:

Le informamos que el día [FECHA] a las [HORA] aproximadamente, se confirmó la presencia de personal de autoridades de inmigración en [NOMBRE DE LA ESCUELA], específicamente en [UBICACIÓN EN EL CAMPUS].

Estamos comprometidos a mantener un entorno seguro y de apoyo para todos los estudiantes y sus familias. No se ha compartido ninguna información personal identificable.

Para obtener más información y recursos, por favor visite: Student Services - San Bernardino County Superintendent of Schools

Atentamente,

[NOMBRE DEL ADMINISTRADOR]

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APPENDIX H

Safety Drill Log

SAFETY DRILL DOCUMENT CHART

Student Services

LOCATION: _____

Program: ____Special Education ____Alternative Education ____State Preschool
Region: ____DM ____EV ____WE

EARTHQUAKE DRILL

Elementary schools are required to have an Earthquake Drill once each school quarter (3x/yr for trimester). Middle schools and high schools are required to have an Earthquake Drill once each semester (2x/yr). One of these should be the Great Shakeout drill.

Date	Grade Level	Time	Signature/Initials

FIRE DRILL

Elementary schools and middle schools are required to have a Fire Drill once a month. High schools are required to have a Fire Drill two times each school year.

Date	Grade Level	Time	Signature/Initials

LOCKDOWN DRILL- (e.g., Active Shooter, Violent Intruder, Eminent Threat):

ALL schools are to conduct a lockdown drill 2 times per school year, one in September and one in January. The drill should not be more than 20 minutes of class time.

Date	Grade Level	Time	Signature/Initials

APPENDIX I

Instructional Continuity Plan

Instructional Continuity Plan

Local Educational Agency	Contact Name	Email Address	Phone Number
San Bernardino County Superintendent of Schools	Myrlene Pierre	myrlene.pierre@sbcss.net	(909) 387-8511

Background - As a statutory legislative requirement pursuant to Senate Bill 153 and Education Code 32282(a)(3), local educational agencies (LEAs) must include an Instructional Continuity Plan (ICP) in their Comprehensive School Safety Plan (CSSP). The purpose of the ICP is to establish communication with students and their families and to maintain instruction for students when in-person instruction is disrupted due to an emergency or natural disaster.

Communication - Within five (5) calendar days of a school closure, San Bernardino County Superintendent of Schools (SBCSS) will establish two-way communication with students and families to keep families apprised of school closure updates, instructional activity, and social emotional/mental health resources. This includes email, phone, text, or any SBCSS-approved online platforms that allow for two-way communication. In addition to two-way communication, website updates will be made available.

Instructional Continuity - Within ten (10) instructional days of a school closure, SBCSS will provide remote instruction as follows:

- State Preschool Offer at home educational learning activities
- Alternative Education Offer independent study (pursuant to Board Policy 315)
- Special Education Provide services as outlined in the Emergency Circumstances Program section of the Individualized Education Program (IEP)

To further ensure continuity of instruction and that students have access to a full curriculum of substantially similar quality, SBCSS will maintain students' access to adopted curriculum, learning platforms, and instructional materials, including digital resources on school-provided technology. Teachers will provide printed instructional materials at a parent's/guardian's request. In the event that students transition to hybrid instruction, SBCSS will continue to maintain students' access to adopted curriculum, learning platforms, and instructional materials, including digital resources on school-provided technology.

SBCSS has ensured that all programs meet or exceed the state guidelines for annual instructional minutes. Additionally, some programs have established built-in days to school calendars to accommodate school closures due to inclement weather and emergency closures.

Supporting Students with Unique Needs - SBCSS will ensure that pupils with unique needs, including English learners, students with exceptional needs, foster youth, and McKinney-Vento-eligible students, will receive additional support to achieve equitable access and achievement. Parents and guardians of these students will be engaged regularly to ensure on-going communication and support for their academic success.

- English learners will receive prioritized follow-up, appropriate curriculum, and supplemental resources to promote engagement and achievement.
- Students with exceptional needs will receive individualized instructional support to address IEP goals, prioritized re-engagement, and resources aligned with their individual plans per the Emergency Circumstances Program section of their IEP.
- Foster youth and McKinney-Vento-eligible students will receive comprehensive wrap- around supports. Dedicated staff will assess and address students' needs and provide appropriate resources to enhance attendance and academic progress.

Additional Resources for Students and Families - SBCSS understands that supporting the needs of students during emergency school closures is complex and multifaceted. Mental health resources and informational guides on coping skills will be available electronically and printed as handouts upon parent/guardian request.

In the event of an extended school closure, there may be a need for meal service to support students and families. Meal services are not guaranteed and will be provided contingent upon program eligibility, funding availability, and site-specific resources.

Additional resources are available on 211.org. If any students and their families become displaced, they may contact the SBCSS Homeless Resources Office at 909.386.2914 or 909.386.2757 for assistance. Additionally, the SBCSS website (www.sbcss.net) will be updated with resources as they become available.