

HAMILTON UNIFIED SCHOOL DISTRICT

SB 187 COMPREHENSIVE SCHOOL SAFETY PLAN

For Hamilton High School
620 Canal Street
Hamilton City, CA 95951

Sites also included in this plan:
Hamilton Unified School District Office
Ella Barkley High School
Hamilton Adult Education
Hamilton Community Day School

Hamilton Unified School District

PREFACE TO SITE SAFETY PLANS:

The state template requires multiple levels of assignments of staff when a disaster occurs. In larger districts, the multiple layers of committees are functional and important. The reality of smaller districts is that we lack the sheer numbers of personnel to accomplish every committee assignment detailed in the state template. Hamilton Unified School District (HUSD) has designed a modified version of the Incident Command System (ICS) in accordance with the National Emergency Management System known as “NEMS.”

The command structure and assignments are as follows for HUSD:

INCIDENT COMMANDER	District Superintendent
ASSISTANT INCIDENT COMMANDER	A site Administrator whose school is not involved in the disaster
INCIDENT COMMAND POST ASSISTANT	District Executive Assistant
DISTRICT PERSONNEL COORDINATOR	Confidential Payroll and Personnel Specialist
SITE COORDINATOR	A site Administrator
FINANCIAL COORDINATOR	Chief Business Official assisted by District Purchasing Agent
MAINTENANCE, OPERATIONS AND TRANSPORTATION	Director of Maintenance, Operations and Transportation and staff
FOOD SERVICE	Director of Nutrition and Child Welfare and staff
REUNIFICATION COORDINATOR	Site Administrative Assistance/Attendance Clerk
STUDENT RETENTION AND SUPERVISION	All Classroom Teachers
PARENT UNIFICATION COORDINATORS	District TOSA's not assigned to classroom supervision, Yard Duty and Instructional aids.
SOCIAL AND EMOTIONAL SUPPORT	District Dean of Students/District Counselors, Glenn County Mental Health.
SEARCH AND RESCUE	Hamilton City Fire Department and Glenn County Sheriff's Office
TRAFFIC CONTROL	California Highway Patrol/Glenn County Sheriff's Office

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OTHER AGENCY	State and County Office of Emergency Services Red Cross Service Organization and volunteers if available
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Duties of each assignment:

INCIDENT COMMANDER	To coordinate the incident in cooperation with the ICS structure alongside responding and allied agencies (Law Enforcement, Fire other emergency and support services). To Serve as Public Information Officer (PIO)
ASSISTANT INCIDENT COMMANDER	To Assist the Incident Commander in the Incident Command Center or serve as IC in the absences of the Superintendent.
INCIDENT COMMAND POST ASSISTANT	To record the minutes of the incident and keep records of the agency and allied agency personnel assigned to the incident. To serve as PIO if necessary.
DISTRICT PERSONNEL COORDINATOR	To access personnel records and service as assistant Incident Command Post Assistant.
SITE COORDINATOR	To coordinate student evacuations, set up emergency shelter or reunification sites, coordinate and direct staff and efforts to shelter in place or evacuate if necessary. Coordinate social emotional support and parent holding and reunification process.
FINANCIAL COORDINATOR	To coordinate financial resources and logistical needs during any incident. Assist Director of Maintenance, Operations and Transportation with student evacuation, building repair or support of food service department.
MAINTENANCE, OPERATIONS AND TRANSPORTATION	Coordinate evacuation, building gas/services in an emergency, assist with logistics of any emergency situation.
FOOD SERVICE	Coordinate food service for students/staff in the event of a prolonged need to house students or staff due to an unforeseen emergency.
REUNIFICATION COORDINATOR	Coordinate the verification of all students. Insure that student records are readily available for evacuation and reunification processes. Insure that

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	forms for unification housed in Appendix 4 and 5 of the site safety plan are copied and in a backpack ready for transport upon order of evacuation from a site. Insure that students are only released to parents or guardians as listed on the individual student emergency cards.
STUDENT RETENTION AND SUPERVISION	Teachers are to remain with their assigned students and follow the direction of the Incident Commander and Site Coordinator.
PARENT UNIFICATION COORDINATORS	District Teachers On Special Assignment (TOSA) will locate the parent gathering location and reunification site. The TOSA's will coordinate with the student reunification coordinator to ensure the process of reuniting students with parents or guardians listed on the emergency cards.
SOCIAL AND EMOTIONAL SUPPORT	The Dean of Students/District Counselors will create a room for parents who have students who are known to be Injured or deceased. The Counselors will coordinate allied agency services and support for the victims and families.
SEARCH AND RESCUE	Command staff will coordinate site for fire/rescue needs and will be responsible for overall disaster Coordination of the scene.
TRAFFIC CONTROL	Under the direction of the Office of Emergencies Services direct traffic or assist with disaster relief as directed by command staff from the Fire or SO Departments.
OTHER AGENCY	Coordinate support as directed from the command staff of the Fire or SO Departments

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SB 187: School Safety Plan

Education Code sections 32280-32289

Introduction

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year.

The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

Child Abuse reporting procedures

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

Procedures to notify teachers and counselors of dangerous students

Sexual Harassment Policy

Safe ingress and egress to and from school

Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning

Dress Code

Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety 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. (Ed Code 35294.1)

Note: HUSD schools designate the high school site council and elementary school site council to serve as the site safety committee. Further, the high school site council shall be the controlling safety committee for the following schools: Ella Barkley High School, HUSD Adult Ed, the HUSD State Preschool and the Glenn County Office of Education Infant and Toddler Center and HUSD Community Day School when the school is open. The elementary school site council will serve as site safety committee for all programs hosted on that campus.

Local law enforcement has been consulted (Ed. Code 39294.1). Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee.

Additional members may include:

- a representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

Hamilton Unified School District

Hamilton High School - Graduation Rate & Dropout Rate (Four-Year Cohort Rate)- From HHS SARC

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.00	0.0	0.00	5.50	1.70	0.00	11.4	11.5	10.7
Graduation Rate	98.7	100.0	100.0	93.4	98.28	100.0	80.4	80.95	82.2

Hamilton High School - Suspensions and Expulsions (from HHS SARC)

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.0	0.0	4.0	5.8	3.8	6.9	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

Hamilton High School- California Safe School Assessment (From CHKS 2015-16)

Table A5.3

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	77	65	89	
1 time	8	21	4	
2 to 3 times	10	7	4	
4 or more times	5	7	4	
been afraid of being beaten up?				
0 times	92	83	98	
1 time	5	10	2	
2 to 3 times	3	6	0	
4 or more times	0	1	0	
been in a physical fight?				
0 times	82	87	98	
1 time	11	11	0	
2 to 3 times	3	2	2	
4 or more times	5	0	0	
been threatened with harm or injury?				
0 times	89	93	100	
1 time	11	5	0	
2 to 3 times	0	1	0	
4 or more times	0	1	0	
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	97	96	100	
1 time	3	4	0	
2 to 3 times	0	0	0	
4 or more times	0	0	0	
been offered, sold, or given an illegal drug?				
0 times	97	87	85	
1 time	0	7	9	
2 to 3 times	3	4	0	
4 or more times	0	2	5	

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**Hamilton High School
Safety Plan Signature Page**

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

Principal, Hamilton High School

President, School Site Council

Law Enforcement Representative

Fire Department Representative

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of 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. (Ed. Code 35924.2) Principals/designees should report annually to site council.

While the School Safety Planning 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

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well by February 1st of each school year.

Based on data analysis, the School Safety Planning 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 in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees 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. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees.

The year-end assessment should be completed in November of each year and reported upon.

Hamilton Unified School District
Hamilton Unified School District
Safe Schools Committee
Hamilton High School's Safe School Action Plan

1

Goal #1

All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

2

Goal #2

All students and staff members are provided a safe teaching and learning environment.

Updated and reported to school board: 02/27/2019

Hamilton Unified School District
Hamilton High School's Safe School Action Plan

Goal 1: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

The School's Physical Environment
(The physical setting and condition of the school)



Objective 1: Hamilton High School shall have visible law enforcement, staff and parental presence.

Objective 2: Students attending Hamilton High School will have strategies in place to be able to respond when they feel threatened or in need of assistance.

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Hamilton High School's Safe School Action Plan

Goal 1: All students are safe and secure while at school, when traveling to and from school,
And when traveling to and from school related activities.

Objective 1: Hamilton High School shall have visible law enforcement, staff and parental presence.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
Hamilton High School administration will encourage local law enforcement (GCSO), Hamilton City Fire Dept., HHS staff members, and parents to be visible at all times during which students are en route to and from school.	Law Enforcement; CHP; Staff; Parents	Visible presence	Site Administration; Law Enforcement (GCSO), CHP, Hamilton City Fire Department	At implementation of plan	On-going
Hamilton High School shall conduct regular safety meetings and include invitations to local law enforcement (GCSO), Hamilton City Fire Dept, parents, community agencies and district officials.	School and District Administration; GCSO; Hamilton City Fire Department	Minutes of Meetings, Agendas	School and District Administration; GCSO; Hamilton City Fire Dept.	“	“
Hamilton High School shall implement board policies and procedures to secure the school site during and after school hours.	CA Board of Education Board Policies; Law Enforcement; Hamilton City Fire Department	Daily Monitoring	Site Administration; Plant Manager; District Maintenance Staff	“	“
Hamilton High School shall work closely with local law enforcement (GCSO), Hamilton City Fire Department, and district administration in responding to potential community threats to the safety of students, staff and parents.	Law Enforcement; Hamilton City Fire Department; District Administration	Evaluation of Individual Situation Responses	Site Administration; GCSO; Hamilton City Fire Dept.	“	“

Hamilton Unified School District

Objective 2: Students attending Hamilton High School will have strategies in place to be able to respond when they feel threatened or in need of assistance.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
Hamilton High School's administration will provide strategies to all staff members. A portion of the school day will be used to teach these strategies to the students. Site admin will coordinate the implementation of ALICE (Alert, Lockdown, Inform, Counter, Evacuate) strategies with local Law Enforcement.	Site Administration; Counselors; Staff	Strategies taught	School Staff	At implementation of plan	On-going
Hamilton High School's staff will place an article in the school's handbook outlining the steps to respond to a threat. Parents will be asked to discuss the article with their children.	Site Administration; Counselors; Facilitators	Handbook	Site Administration	"	Annual
All students at Hamilton High School will be able to identify and/or be encouraged to identify an adult staff member who they can talk to and share any potential problems or situations that could escalate into a genuine conflict.	Faculty; Staff; Site Administration; Counselors	Regular communication at staff mtgs.	Site Employees	"	On-going
Hamilton High School staff will work with students and will engage assistance from other school administrations, and/or local law enforcement agencies (GCSO) for conflict involving non-district schools.	Other schools' administration; Law Enforcement (GCSO)	Record of loitering incidents	Site Administration; Law Enforcement (GCSO)	"	"
The Healthy Kids Survey will be distributed to Hamilton High School students to solicit their opinions in regards to what is needed to make the school safer and more conducive of learning.	CHKS survey instrument	Distribution and results of survey	Administration; Safe School Committee	"	"

Hamilton High School's Safe School Action Plan

Goal 2: All students and staff members are provided a safe teaching and learning environment.

The School's Physical Environment
(The physical setting and condition of the school)



Objective 1: Hamilton High School has effective strategies to intervene at the earliest possible point when students exhibit anti-social behavior.

Objective 2: Hamilton High School sets a standard for adults and students to interact with each other in a caring, supportive manner.

Hamilton Unified School District

Hamilton High School's Safe School Action Plan

Goal 2: All students and staff members are provided a safe teaching and learning environment.

Objective 1: Hamilton High School has effective strategies to intervene at the earliest possible point when students exhibit anti-social behavior.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
Hamilton High School shall provide to parents/guardians information of local agencies that can provide counseling services.	Local contact info for mental health services-Glenn County Mental Health; GCSO-SMART team; Hamilton City Fire Department. HHS Staff and Administration; HHS Counselors	Completed Directory	Counselors; Administration; GCSO; Glenn County Mental Health	At implementation of plan	On-going
Hamilton High School shall provide to staff identified effective research-based strategies that address anti-social behavior in grades 9-12.		Completed Material; Documentation	Site Administration; Counselors; HHS Staff		"
Hamilton High School shall encourage staff to attend workshops/conferences on identifying academic risk factors and applying effective strategies in dealing with anti-social behavior in schools.		Staff attending workshops	Site Administration; HHS Staff; HHS counselors	"	"
Hamilton High School's staff shall work with parents in identifying maladaptive behaviors and developing strategies to address these behaviors.		Number of parent conferences/referrals	"	"	"
Hamilton High School shall hold regularly scheduled Student Study Team (SST) Meetings. Students with maladaptive behaviors shall be placed on the agenda. The team shall include a psychologist, administrator, teacher(s), and a counselor. (A member of the Special Education Department, the student, and parent will be encouraged to attend.)		SST Agendas and minutes; renew Student Intervention Teams at least twice yearly	Site Administration; Counselors; School Psychologist	"	

Hamilton Unified School District

Objective 1: Hamilton High School has effective strategies to intervene at the earliest possible point when students exhibit anti-social behavior.
(cont.)

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
Hamilton High School shall identify students who display gang association, gang membership or are involved in any gang activity.	Law Enforcement (GCSO) and SMART Team; Hamilton City Fire Department; Glenn County Probation, Administration, HHS Counselors	Individual Identifications	Site Administration; Law Enforcement; Hamilton City Fire Department	At implementation of plan	On-going
Hamilton High School's staff shall contact the counselor or the school psychologist when it is reported to a staff member that a student has discussed the possibility of suicide.	Counselor Dept.; School Psychologist; Glenn County Mental Health Dept., HHS Staff	Individual Referrals- HHS Staff; Admin, and Counselors	HHS Staff: Administration; Glenn County Mental Health	“	“

Hamilton Unified School District

Objective 2: Hamilton High School sets a standard for adults and students to interact with each other in a caring, supportive manner.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
Hamilton High School shall develop strategies to encourage parents/guardians to be proactively involved in the education of their children.	District sponsored parenting classes; Parent Newsletter; Website; Site Council Meetings; Booster Clubs; Parent Volunteers.	Strategies implemented	Site Administration; HHS Staff; Counselor ; Site Council	At implementation of plan	On-going and Annual Review
Hamilton High School shall encourage parents to volunteer for school-related activities.	Superintendent, School Site Council; Site Administration;	Extent of Parent Involvement and Volunteers	Site Administration and Staff; Site council	“	“
Hamilton High School shall encourage all parents to participate on its School Site Council, and the District Advisory Committees (i.e. HULC).	Staff, Counselors, and Administration	Amount of Parent Participation	District/Site Administration; HULC	“	“
Hamilton High School teachers and counselors shall notify parents/guardians when a student begins to exhibit academic or social problems.		Faculty Logs; AERIES documentation	HHS Staff; Counselors; Administrators	“	“
Hamilton High School shall provide to students, staff, and parents skills to solve problems and resolve conflicts.	HHS Staff; Crisis phone line; counselors; Administration	Documentation of participation in available services	Site Administration and Counselors	“	“
Hamilton High School’s staff shall promptly return phone calls to parents, students and community leaders.	Existing Communication systems	Records of registered complaints	HHS Staff; Counselors; Site Administrators	“	“
Hamilton High School shall hold annual events that bring students, parents and staff members together in a positive environment.	Parent Nights; Assemblies; parent/teacher conference	Back-to School; Open House; Assemblies	Site Administration; Site Council; HHS Staff	“	“

Hamilton Unified School District

Promulgation

The School Emergency Operations Plan addresses the Hamilton Unified School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies, and technological incidents. It provides a framework for coordination of response and recovery efforts within the district in coordination and with the county of Glenn, California. The Plan establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel. The School Emergency

Operations Plan:

Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

- Establishes response policies and procedures, providing HUSD school sites clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of the State of California and the County of Glenn policies on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements.

Hamilton Unified School District

Purpose

The Purpose of the School Emergency Operations Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students in the Hamilton Unified School District, and to ensure the preservation of public property.

Scope

The Scope encompasses all Hamilton Unified School District site and district facilities. It addresses a broad range of major emergencies. Such events include crimes committed on campus, hazardous materials emergencies, weather emergencies, and fire. Also included are procedures for emergencies that may or may not require the full or partial activation of the School Emergency Response Team (SERT).

Note: HUSD recognizes that due to the limitations of staffing, certain roles and response committees may need to be established as the emergency unfolds. Staff will be trained in the ICS system roles on a bi-annual basis.

The objectives of the plan are to:

- Protect the safety and welfare of students, employees, and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the School's facilities and properties.
- Enable the School to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between the school, District, City, and/or County Emergency Operation Center (EOC).

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.

Responsibility

School administrators have the responsibility to ensure the safety of their students and staff in an emergency. Law requires developing emergency plans and training staff in all-hazards emergency response procedures.

The principles of NIMS, SEMS and ICS are incorporated in this plan and school personnel must be trained in how the system works. All Hamilton Unified School District sites must also have drills and exercises in order to practice using the system. Periodic training will be available to help orient new employees and provide refresher training to current employees on an annual basis.

Hamilton Unified School District

Emergency Management Resolution

Hamilton Unified School District
Hamilton City, California

RESOLUTION #

WHEREAS, The Hamilton Unified School District has implemented a School Emergency Operations Plan for all school sites and facilities. The objectives of the plan are to: 1) protect the safety and welfare of students, employees and staff, 2) provide a safe and coordinated response to emergencies, 3) protect the district's facilities and property, and 4) Enable the School to restore normal conditions with minimal confusion in the shortest time possible.

WHEREAS, In an effort to fully implement the School Emergency Operations Plan, the Hamilton Unified School District, supports planning, training and exercising the plan at the school site level.

WHEREAS, The Hamilton Unified School District participates with all responding agencies within the State of California and in the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS).

NOW, THEREFORE, BE IT RESOLVED, that the Board of Hamilton Unified School District does hereby support the School Emergency Operations Plan.

READ AND ADOPTED THIS _____ DAY OF _____ BY THE GOVERNING BOARD OF THE HAMILTON UNIFIED SCHOOL DISTRICT.

Date

Signature

Submitted annually in February

Sample Emergency Letter to Parents/Guardians

Dear Parents:

Should an emergency or disaster/crisis situation ever arise in our area while school is in session, we want you to be aware that the school has made preparations to respond effectively to such situations. In fact, public schools in Hamilton Unified School District were built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a major disaster/crisis during school hours, your student(s) will be cared for at the school. Our school has a detailed emergency plan, which has been formulated to respond to major catastrophes and/or crisis situations.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at school until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card, which is required to be filled out by parents at the beginning of every school year. Please be sure to consider the following criteria when you authorize another person to pick up your child are school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/She could walk to school if necessary.
 - He/she is known to your child. He/she is both aware and able to assume this responsibility.
3. If students are to be kept at school, the school/district will attempt to send out auto dialers, emails and notify the press for immediate communications.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents or persons identified on the School Emergency Card. During an extreme emergency, students will be released at designated reunion gates/entrances located on school campuses. Parents should become familiar with the School Emergency

Operations Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also including an out-of-state contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster or crisis at school takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school district.

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In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their schools. Should road conditions prevent the driver from delivering students to school, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In the event of a lockdown, and the streets are closed, and parents cannot reach the school, students will be kept in a safe location until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card, which is required to be filled out by parents at the beginning of every school year. The decision to keep students at school will be based upon whether or not it is safe to do so. Should conditions prevent students to be kept at the school site, the students will be delivered to the nearest school site and that school will communicate with the parents to inform them of the students' whereabouts. If students are relocated to another site, the location will be posted on the front doors of the school. Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Principal

Legal Requirements: Authorities and References

The following are brief summaries of emergency crisis related Education Codes and Government Codes you should be familiar with. Review the entire citation for specific requirements.

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 8)

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term “public employees” includes all persons employed by the state or any other county, city, city and county, state agency or public district, excluding aliens legally employed. The law applies to public school 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 ramifications for School District employees:

It is likely that public school 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 state government, Office of Emergency Services, but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor’s Office of Emergency Services has stated) inadequately trained school staff render 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).

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Petris Bill (Section ~ 8607 of the California Government Code)

This law requires that state and local government including special districts (i.e.: schools) be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). SEMS must also be used in school planning, training and exercising (California Code of Regulation 2400-2450).

SEMS requires that each organization understands and uses the following:

The Incident Command System, a method of organizing any emergency response effort into five basic functions: command, planning/intelligence, operations, logistics, and finance/administration.

An Emergency Operations Center (or Incident Command Post in the field), the staff of which is organized according to the same five functions as the Incident Command System.

Coordination of the school district Emergency Operations Center with the Operational Area (county) Emergency Operations Center, or with city Emergency Operations Centers and/or county Offices of Education, as needed.

Incorporation of SEMS into all school plans, training and exercises.

Documentation of the use of SEMS in planning, training, exercising, and during an actual emergency.

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 for compensation, renders 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.”)

Katz Act (Sections ~ 35295-35297) of the California Education Code

This law requires applies to the governing boards of public and/or private elementary and high schools that have school buildings with over 50 students or more than one classroom, and to all county school superintendents. In 1988, the legislature amended the law to require that training in earthquake preparedness procedures should be for both certified and classified staff. The law requires that schools do the following:

Develop a disaster plan to maintain the safety and care of students and staff. The plan should outline emergency roles, procedures for students and staff, and appropriate, ongoing training for all employees and students.

Periodic drills in “drop and cover” procedures, the evacuation procedure, and other emergency response actions (such as search and rescue, communication, and damage assessment) to train students and staff should be conducted. Simple drills should be held once a quarter in elementary

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schools and once a semester in secondary schools; more complicated drills should be held once or twice a year.

Provide training programs to ensure that staff and students are aware of, and properly trained to follow, your plan and the emergency response procedures.

Be prepared to have your school serve as a possible public shelter for the community during disasters or emergencies.

Take mitigation measures now to ensure the safety of students and staff, and the viability of the school facility during and after an earthquake or other emergency.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall 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 of the California Emergency Plan.

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Comprehensive School Safety Plan Section ~ 32280 of the California Education Code

This law states that each school district and county office of education is responsible for the overall writing and development of comprehensive school safety plans for its schools operating kindergarten and grades 1-12. Comprehensive plans include strategies and programs designed to maintain a high level of school safety. Plans should address procedures for: disaster response; safe ingress and egress to/from school; reporting child abuse; sexual harassment; school discipline; provision for school-wide dress code; policies related to suspension, expulsion or mandatory expulsion, etc.

Board Policies

1. Certain policies governing emergency preparedness and response within the school are established.

The safety of students is paramount. All actions taken shall bear this in mind as well as the safety and well-being of employees.

If a disaster occurs during school hours, school will not be dismissed without the express approval of the Superintendent or designee. Students will remain under the supervision of school authorities until released to parents or their pre-authorized representative. The following entities shall be notified as soon as a closure decision is made through the Superintendent's Office, as needed:

- Board of Education
- Local area media
- Sheriff's Office, Fire Department, and other local agencies
- State & Federal legislators and other officials
- California Office of Emergency Services
- California Department of Education
- Local hospitals and County Emergency Medical Services

If parents or guardians come to the school and properly identify themselves, students will be released.

Since school personnel are expected to assist in post-disaster care of students, arrangements for the care of their own family should be prearranged in order to permit discharge of this emergency responsibility. We take these steps to ensure employees are ready to fulfill their disaster responsibilities:

The Principal or designee shall prepare a list of staff to be assigned specific emergency response roles as outlined in this plan.

Each Principal or designee shall conduct a survey of certificated and classified personnel to determine each employee's status in terms of first aid training, disaster preparedness training, and other emergency experience and training. Records will be kept current as changes of personnel occur. Copies of records will be kept on file in the Principals office.

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Solicit cooperation of the PTA and other parent groups in organizing disaster response activities and assignments.

In preparation for the possibility of a long stay at schools, the Principal or designee shall prepare a list of students and staff who have special conditions requiring medications and/or special attention.

Child Abuse Reporting Procedures

What is Child Abuse?

Any act of omission or commission that endangers or imparts a child's physical or emotional health and development. These acts include:

- Physical abuse and corporal punishment resulting in an injury.
- Emotional abuse
- Emotional deprivation
- Physical neglect and/or inadequate supervision
- Sexual abuse and exploitation

Reporting Process:

Classified employees shall report known or reasonable suspected child abuse immediately to the site principal or assistant principal for investigation and required action.

Certificated employees shall report known or reasonable suspected child abuse immediately to:

Department of Children and Family Services at 676 E. Walker St. Orland, CA 95963 AND SHALL Complete a CHILD ABUSE REPORT form online within 24 hours of reporting the suspected child abuse by phone.

This form can be found online at: https://ag.ca.gov/childabuse/pdf/ss_8572.pdf

AND SHALL

Immediately inform the Principal regarding the details of such report.

When is a Certificated Employee Responsible for Reporting?

Responsibility for reporting arises when in the scope of this or her employment, or if in his or her professional capacity, a certified employee has knowledge of or suspects a student has been the victim of child abuse.

“Within the scope of employment” encompasses all times and occasions when an individual is performing required job duties, both on or off the school campus. “In his or her professional capacity” conceivably extends this duty to occasions where an individual is not on the job but is present in a situation as professional educator.

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HAMILTON UNIFIED SCHOOL DISTRICT

ADMINISTRATIVE REGULATIONS

SERIES NO. 5000

SERIES TITLE: STUDENTS

SUB-TITLE NO. 5141.4

SUB-TITLE: Child Abuse Reporting Procedures

The chief administrator or designee of each school or certificated or classified division of the district shall annually review with the staff detection and reporting procedures regarding known or suspected child abuse. Board Policy and Administrative Regulation 5141.4 and Penal Code Section 11165-11172 shall be disseminated to staff.

In conformance with the requirements of the Penal Code, any employee who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to the Sheriff and/or child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The employee making such report shall make a photocopy of the written report and cause it to be delivered to the Principal. Section A - Reporting Party on this copy may be cut off or otherwise obliterated at the discretion of the employee. The Principal shall forward this copy to the Superintendent. These reports are not pupil records. They are confidential documents, which shall not be released except by order of a court of competent jurisdiction.

For purposes of this Regulation and the Penal Code, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on his or her training and experience, to suspect child abuse.

Any employee who has received information and training on reporting of suspected child abuse and who fails to report an instance, of child abuse which he or she knows to exist or reasonably should know to exist may be found guilty of a misdemeanor punishable by confinement in county jail for up to six months or by fine up to \$1,000 or by both.

HUSD principals shall review annually with staff at the beginning of each school year.

LEGAL REFERENCE: Penal Code Section 11165 et seq

Students

BP 5141.4(a)

CHILD ABUSE PREVENTION AND REPORTING

Child Abuse Prevention

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

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

(cf. 6143 - Courses of Study)

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

(cf. 1020 - Youth Services)

Child Abuse Reporting

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

(cf. 0450 - Comprehensive Safety Plan)

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

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

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

Legal Reference: (see next page)

CHILD ABUSE PREVENTION AND REPORTING (continued)

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans

33308.1 Guidelines on procedure for filing child abuse complaints

44690-44691 Staff development in the detection of child abuse and neglect

44807 Duty concerning conduct of students

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

51220.5 Parenting skills education

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.4 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Management Resources:

CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse

WEB SITES

California Attorney General's Office, Crime and Violence Prevention Center:

<http://safestate.org>

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>

California Department of Social Services, Children and Family Services Division:

<http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, National Clearinghouse on Child Abuse and

Neglect Information: <http://nccanch.acf.hhs.gov>

CHILD ABUSE PREVENTION AND REPORTING

Definitions

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

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

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(cf. 5144 - Discipline)

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

AR 5141.4(b)

CHILD ABUSE PREVENTION AND REPORTING (continued)

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

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Reportable Offenses

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

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

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

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

CHILD ABUSE PREVENTION AND REPORTING (continued)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

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

Child Protective Services
420 East Laurel Street
934-6519 or 934-6520

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

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

Mandated reporters may obtain copies of the Department of Justice form from either the district or the appropriate agency.

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

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians

CHILD ABUSE PREVENTION AND REPORTING (continued)

- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

3. Internal Reporting

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

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

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

He/she may provide or mail a copy of the written report to the principal or Superintendent or designee without his/her signature or name.

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

Training

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

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

CHILD ABUSE PREVENTION AND REPORTING (continued)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5145.7 - Sexual Harassment)

Victim Interviews

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

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

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

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

CHILD ABUSE PREVENTION AND REPORTING (continued)

(cf. 5145.11 - Questioning and Apprehension)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of the district's administrative regulation that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

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

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

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

CHILD ABUSE PREVENTION AND REPORTING (continued)

The Superintendent or designee shall also notify all employees that:

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

Hamilton Unified School District

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE	
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX
	ADDRESS			Street	City	Zip
	PRESENT LOCATION OF VICTIM			SCHOOL		TELEPHONE ()
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)	
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK
D. INVOLVED PARTIES	VICTIM'S SIBLINGS					
	NAME		BIRTHDATE	SEX	ETHNICITY	
	1. _____		3. _____			
	2. _____		4. _____			
	VICTIM'S PARENTS/GUARDIANS					
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	HOME PHONE ()
			BUSINESS PHONE ()			
	SUSPECT					
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
ADDRESS		Street	City	Zip	TELEPHONE ()	
OTHER RELEVANT INFORMATION						
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)					

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Suspension/Expulsion

SUSPENSION/EXPULSION POLICY

District policy and the California Education Code prescribe Suspension and/or Expulsion for a variety of student infractions. It is important that parents and student review those rules in order to prevent a violation that may result in these serious consequences. Students who are in possession of a weapon on campus, or to or from campus (no matter what the reason), may be recommended for expulsion.

Included in the following are acts that may require suspension/transfer to another school or program, or expulsion from the school district:

Violation Against Persons:

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Open defiance of school personnel including:
- Continued willful disobedience or
- Continued disregard for school rules.
- Verbal abuse; the habitual use of
- Profanity or vulgarity or
- Disrespectful or threatening language directed at a staff member.
- Sexual harassment
- Commit or attempt to commit a sexual assault or commit a sexual battery.
- Harass, threaten or intimidate a pupil who is a witness in a school disciplinary proceeding.
- Violation Against Property:
- Causing or attempting to cause damage to school or private property or stealing or attempting to steal school or private property.
- Forgery on readmit slip, attendance notes, progress reports or any other school document.

Violation of Public Health and Safety:

Possessing, selling, or otherwise furnishing any firearms, knives, explosives, or otherwise dangerous objects (this includes buck and other similar knives.)

Possessing, selling, or otherwise furnishing any controlled substance (narcotics, drugs, marijuana), alcoholic beverage, or intoxicant of any kind, or facsimile of same.

Use of tobacco (including chewing tobacco).

Unlawfully offering, arranging or negotiating to sell drugs or drug paraphernalia, as defined in Section 11364 of the Health and Safety Code.

Students

BP 5144.1(a)

SUSPENSION AND EXPULSION/DUE PROCESS

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Cocurricular Activities)

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

Zero Tolerance

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Supervised Suspension Classroom

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is suspended from class by a teacher because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)

Before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)
The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48667 Community day schools

48900-48927 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

Legal Reference continued: (see next page)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference: (continued)

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

7151 Gun free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Hamilton Unified School District

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.caag.state.ca.us>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Safe and Drug-Free Schools:
<http://www.ed.gov/about/offices/list/osdfs/index.html>

Students

AR 5144.1(a)

SUSPENSION AND EXPULSION/DUE PROCESS

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(t))

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension, and expulsion. (Education Code 48900.1, 48980)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(s))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))
12. Knowingly received stolen school property or private property. (Education Code 48900(l))
13. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))
17. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Hazing means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means that conduct, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. (Education Code 233)

(cf. 5145.9 - Hate-Motivated Behavior)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

21. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

22. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900(r))

Bullying means one or more acts by a student or group of students that constitutes sexual harassment pursuant to Education Code 48900.2, as defined in item #19 above; hate violence pursuant to Education Code 48900.3, as defined in item #20 above; or harassment, threats, or intimidation pursuant to Education Code 48900.4, as defined in item #21 above. (Education Code 32261)

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (Education Code 32261)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including, but not limited to, the following circumstances: (Education Code 48900)

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(u))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

Removal from Class by a Teacher/Parental Attendance

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student
3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

Suspension by Superintendent, Principal, or Principal's Designee

The Superintendent or principal may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

The Superintendent or principal shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife, as defined in Education Code 48915(g), at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possession of an explosive as defined in 18 USC 921

Explosive means a destructive device and includes, but is not limited to, any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device. A destructive device includes any other type of weapon (except a shotgun or shotgun shell recognized by the United States Secretary of Army as suitable for sporting purposes) which might be converted to project an explosive. (18 USC 921)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Suspension also may be imposed upon a first offense if the Superintendent or principal determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

A student may be suspended from school for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or principal's designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911(g))

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal, or Principal's Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Supervised Suspension Classroom

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school may be assigned to a supervised suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

At the time a student is assigned to a supervised suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

Authority to Expel

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion." (Education Code 48915)

The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer, or administrative panel, based on either or both of the following finding(s): (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Mandatory Recommendation for Expulsion

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal or the Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Mandatory Recommendation and Mandatory Expulsion

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Student's Right to Expulsion Hearing

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20 (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion" above. (Education Code 48918(h))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

- (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
- (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
- (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. Decision Within 10 School Days: The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
7. Decision Within 40 School Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing." (Education Code 48918(d))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers, and with the student's parent/guardian. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year. (Education Code 48917, 48918)

The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during the summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915 (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board of Education (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board. (Education Code 48918(j)).
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notifications to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6185 - Community Day School)

When the placement described above is not available, and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #20-22 under "Grounds for Suspension and Expulsion" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school. (Education Code 48915)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying re-admittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Maintenance of Records

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon receipt of a written request by the admitting school. (Education Code 48900.8, 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

Outcome Data

The Superintendent or designee shall maintain the following data: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

Students

AR 5144.2(a)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES)

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Procedures for Students Not Yet Eligible for Special Education Services

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

The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian has expressed concern to district supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

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

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

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

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)**Suspension**

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

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

(cf. 6159 - Individualized Education Program)

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

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

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

Services During Suspension

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

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

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

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

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

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

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

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

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

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Manifestation Determination

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

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

(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

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

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

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

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

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

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

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

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

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

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

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

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

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

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

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

Readmission

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

Suspension of Expulsion

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

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student with a disability, the principal or designee shall notify appropriate city or county law enforcement authorities of any act of assault with a deadly weapon which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of acts by any student with a disability which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a suspension or expulsion of a student with disabilities, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any act by the student which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

(cf. 5131.7 - Weapons and Dangerous Instruments)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Report to County Superintendent of Schools

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

Legal Reference: (see next page)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Legal Reference:

EDUCATION CODE

35146 Closed sessions (re suspensions)
35291 Rules (of governing board)
48203 Reports of severance of attendance of disabled students
48900-48925 Suspension and expulsion
56000 Special education; legislative findings and declarations
56320 Educational needs; requirements
56321 Development or revision of individualized education program
56329 Independent educational assessment
56340-56347 Individual education program teams
56505 State hearing

PENAL CODE

245 Assault with deadly weapon
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act
626.10 Dirks, daggers, knives, razors or stun guns

UNITED STATES CODE, TITLE 18

930 Weapons

1365 Serious bodily injury

UNITED STATES CODE, TITLE 20

1412 State eligibility

1415 Procedural safeguards

UNITED STATES CODE, TITLE 21

812(c) Controlled substances

UNITED STATES CODE, TITLE 29

706 Definitions

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.530-300.537 Discipline procedures

COURT DECISIONS

Schaffer v. Weast (2005) 125 S. Ct. 528

Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489

M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044

Honig v. Doe, (1988) 484 U.S. 305

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

Hamilton Unified School District

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>
U.S. Department of Education, Office of Special Education Programs:
<http://www.ed.gov/about/offices/list/osep/index.html>

DANGEROUS STUDENT NOTIFICATION

Per Education Code 48918(k): The governing board shall maintain a record of each expulsion, including the cause therefore. Records of expulsions shall be a non-privileged, disclosable public record. The expulsion order and the causes therefore shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records. To be in compliance with Education Code 49079 and Administrative Regulation 4158(a), the following protocol shall be observed:

In order to enroll at any Hamilton Unified School District School, the parent or legal guardian must complete the Hamilton District's Statement of Expulsion or Not. A sample of this form follows this page. If a student is reported via this form as being on expulsion—from another district or within our district—the Registrar will inform the administrators, their assistants, and counselors.

If it is reported that a student is on probation, the school official learning of this will inform the administrators, their assistants, counselors, and the Glenn County Probation Department. For a student within our district, the Infinite Campus files will contain the pertinent information about any student's suspension and/or expulsion. If the student is from another district, the pertinent information of a student's suspension and/or expulsion will be placed in the student's Infinite Campus discipline file. Regarding a student being on probation, the name of the probation officer and that officer's phone number will be placed in the student's Campus discipline file and the information will be filed in the student's discipline hard file. This information will be available and accessible by all faculty, counselors, and administrators.

Employees will receive a Confidential Notification to contact an administrator when a student has previously been suspended or expelled for being in possession of a weapon or for directing a violent act towards an employee. In order to maintain confidentiality when providing the information about student offenses to employees, the notification shall not name or otherwise identify the student. An administrator will reveal the identity of the student to the employee(s).

The employee shall be asked to initial the notification and to return it to the administrator. The employee shall then review the student's file in the administrator's office. After reviewing the student's file, the employee shall initial that the file was reviewed.

An administrator will immediately inform an employee if a threat of potential violence or danger has been made toward that employee—even if the employee is not aware of the threat. An investigation and validation of the alleged threat by an administrator will occur within a 48-hour period at the conclusion of which the employee will be advised of the results.

An employee, who is aware of any threat made by a student, or who is assaulted or battered by a student, shall report it to an administrator.

Hamilton Unified School District

CONFIDENTIAL NOTIFICATION

DATE:

TO: , Employee

FROM: , Administrator

There is confidential information that you need to know regarding one of our students. Please stop by my office as soon as possible to review with me the student's file. Sign, date, and return this notification to me today.

Thanks.

Employee Signature

Date

cc: Counselor

CONFIDENTIAL NOTIFICATION

DATE:

TO: , Employee

FROM: , Administrator

There is confidential information that you need to know regarding one of our students. Please stop by my office as soon as possible to review with me the student's file. Sign, date, and return this notification to me today.

Thanks.

Employee Signature

Date

cc: Counselor

HAMILTON UNIFIED SCHOOL DISTRICT ENROLLMENT FORM

School Name _____ Date of Enrollment _____

Student's Legal
Name _____
(Last) (First) (Middle)

Male _____ Female _____
Residence _____
(Street Address) (City) (Zip Code)

Birth Date _____ Home Phone _____
Cell Phone/Pager _____ Grade _____ Place of Birth: _____

Race/Ethnicity (Optional)
____ Other Asian ____ Black, not of Hispanic Origin ____ Chinese
____ Cambodian ____ Asian Indian ____ Filipino ____ Guamanian ____ Hispanic
____ Amer. Indian/Alaskan Native ____ Japanese ____ Samoan ____ Korean ____ Tahitian
____ Laotian ____ Vietnamese ____ Hawaiian ____ White, not of ____ Other Pacific

Islander Hispanic Origin
Name of Last School Attended _____ Phone Number _____

Address of Last School Attended _____
Last Date Attended _____

Special Programs (i.e., RS, SC, Gate, ELA) _____

Attended the Hamilton Unified School District Before? _____

Dates Attended _____ Name of School _____

The California Education Code requires schools to determine the language(s) spoken at home by each student. Please answer the following questions.

1. Which language did your son/daughter learn when he/she first began to talk?

2. Which language does your son/daughter most frequently use at home?

3. What language do you use most frequently to speak to your son/daughter?

4. What language is most often spoken by the adults at home?

Student lives with: (Please check all that apply.)

____ Mother ____ Father ____ Step-mother ____ Step father ____ Guardian ____ Foster parent

Name of those checked:

Relationship to Student: _____

Work Phone(s): _____

Occupation: _____

Email Address: _____

Hamilton Unified School District

Highest Parent Education Level of any Parent/Guardian:

____ Not a High School Grad ____ Some college or AA Degree ____ Graduate School/Post Grad
____ High School Grad ____ College Grad ____ Decline to State/Unknown

Parent/Guardian Signature X_____

Date_____

USE ONLY FOR OFFICE

____ Counselor ____ Immunizations ____ Records Requested ____ Primary Language
____ Proof of Residence ____ Attendance

HAMILTON UNIFIED SCHOOL DISTRICT

Dear Parent/Guardian:

One of our Governing Board's highest priorities is to ensure that our schools maintain a safe and orderly learning environment. As a result, our staff is providing you with the information below and request that parents of students new to our district complete this form and return it to the Registrar at the time of enrollment.

Education Code Section 48915.1 requires parents or guardians of students, or the student if over 18 years of age, to inform a school district upon enrollment if the enrolling student was expelled from his/her previous school district. Expulsion means removal from all schools of the district. This information must be divulged, even if the student was expelled and the expulsion was suspended and the student was allowed to return to school.

The Hamilton Unified School District shall hold a hearing before admitting any student who has been expelled from another district. If the student has been expelled for certain serious reasons specified in Education Code 48915 (a) or (c), his/her enrollment may occur only after the term of expulsion, and only if he/she has established legal residence in the district or is enrolled pursuant to an inter district attendance agreement.

I certify that _____ who is enrolling grade, _____
____ WAS expelled from his/her previous school district.
____ was NOT expelled from his/her previous school district.
____ Is NOT on Probation
____ IS currently on Probation

Probation Officer's Name

Probation Officer's Telephone

Name Parent/Guardian Signature (or student signature if over 18 years of age) Date

Please Print Parent/Guardian Name

Current Street Address City State Zip Code

Sexual Harassment

All Personnel BP

4119.11(a)

4219.11

SEXUAL HARASSMENT

4319.11

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

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

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to the Superintendent.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference: (see next page)

SEXUAL HARASSMENT (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

7288.0 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS

GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>

Policy HAMILTON UNIFIED SCHOOL DISTRICT
adopted: September 21, 2009 Hamilton City, California

All Personnel AR

4119.11(a)

4219.11

4319.11

SEXUAL HARASSMENT

Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

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

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

AR 4119.11(b)
4219.11
4319.11

SEXUAL HARASSMENT (continued)

Training

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

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

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

AR 4119.11(c)
4219.11
4319.11

SEXUAL HARASSMENT (continued)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee

(cf. 4031 - Complaints Concerning Discrimination in Employment)

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

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

Students

BP 5145.3(a)

NONDISCRIMINATION/HARASSMENT

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.7 - Sexual Harassment)

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Superintendent
P.O. Box 488
530-826-3261

BP 5145.3(b)

NONDISCRIMINATION/HARASSMENT (continued)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

Legal Reference: (see next page)

NONDISCRIMINATION/HARASSMENT (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex, especially:

221.5 Prohibited sex discrimination

221.7 School-sponsored athletic programs; prohibited sex discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

49020-49023 Athletic programs

51006-51007 Equitable access to technological education programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4621 District policies and procedures

4622 Notice requirements

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI & VII Civil Rights Act of 1964 as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Hamilton Unified School District

Management Resources:

OFFICE OF CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, January, 1999

Racial Incidents and Harassment Against Students at Educational Institutions; Investigative Guidance, 59 FR 47, March, 1994

WEB SITES

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>

California Department of Education: <http://www.cde.ca.gov>

Students

BP 5145.7(a)

SEXUAL HARASSMENT

The Governing Board is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in district complaint processes.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaint Process

Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-related activity (e.g., a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

SEXUAL HARASSMENT (continued)

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5131 - Conduct)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

Legal Reference: (see next page)

SEXUAL HARASSMENT (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Hamilton Unified School District

Management Resources:

OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance, January 2001

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

Students

AR 5145.7(a)

SEXUAL HARASSMENT

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects

AR 5145.7(b)

SEXUAL HARASSMENT (continued)

School-Level Complaint Process/Grievance Procedure

1. **Notice and Receipt of Complaint:** Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. **Initiation of Investigation:** The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall consider the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment in determining whether it is reasonable to pursue an investigation.

3. **Initial Interview with Student:** When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.
4. **Investigation Process:** The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

SEXUAL HARASSMENT (continued)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

5. Interim Measures: The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.
6. Optional Mediation: In cases of student-to-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.
7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may take into account:
 - a. Statements made by the persons identified above
 - b. The details and consistency of each person's account
 - c. Evidence of how the complaining student reacted to the incident
 - d. Evidence of any past instances of harassment by the alleged harasser
 - e. Evidence of any past harassment complaints that were found to be untrue

SEXUAL HARASSMENT (continued)

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

- a. How the misconduct affected one or more students' education
 - b. The type, frequency, and duration of the misconduct
 - c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
 - d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different students
8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If sexual harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall also make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

SEXUAL HARASSMENT (continued)

(cf. 5131.5 - Vandalism, Theft, and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

SEXUAL HARASSMENT (continued)

4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

**Government Code Section 12950(a) Requires All Employers to Post This Document
State of California
Department of Fair Employment and Housing**

**HARASSMENT OR
DISCRIMINATION IN EMPLOYMENT**

Because of:

- Sex • Sexual Orientation • Race • Color • Religious Creed • Marital Status • Denial of Family and Medical Care Leave • Ancestry • National Origin
- Medical Condition (Cancer/Genetic Characteristics)
- Age (40 and above) • Disability (Mental and Physical) Including HIV and AIDS • Denial of Pregnancy Disability Leave or Reasonable Accommodation

IS PROHIBITED BY LAW

The California Fair Employment and Housing Act

(Part 2.8 (commencing with Section 12900) of Div. 3 of Title 2 of the Government Code) and the Regulations of the Fair Employment and Housing Commission (Cal. Code of Regs., Title 2, Division 4, Section 7285.0 through Section 8504)

Prohibit harassment of employees, applicants and independent contractors and requires employers to take all reasonable steps to prevent harassment. 'The prohibition against sex harassment includes a prohibition against sexual harassment, gender harassment, and harassment based on pregnancy, childbirth, or related medical conditions.

Require that all employers provide information to each of their employees on the nature, illegality and legal remedies, which apply to sexual harassment. Employers may either develop their own publication, which must meet standards as set forth in California Government Code Section 12950, or use a brochure which may be obtained from the Department of Fair Employment and Housing.

Require employers to reasonably accommodate disabled employees or job applicants in order to enable them to perform the essential functions of a job.
permit job applicants and employees to file complaints with the Department of Fair Employment and Housing (DFEH) against an employer, employment agency, or labor union, which fails to grant equal employment as required by law.

Prohibit discrimination against any job applicant or employee in hiring, promotions, assignments or discharge. On-the-job segregation also is prohibited. • require employers, employment agencies, and unions to preserve applications, personnel and employment referral records for a minimum of two years.

Require employers to provide leaves of up to four months to employees disabled because of pregnancy, maternity or childbirth.

Hamilton Unified School District

Require an employer to provide reasonable accommodations requested by an employee, with the advice of her health care provider, related to her pregnancy, childbirth or related medical conditions.

Require employers of 50 or more persons to allow eligible employees to take up to 12 weeks leave in a 12-month period for the birth of a child, the placement of a child for adoption or foster care, for an employee's own serious health condition, or to care for a parent, spouse or child with a serious health condition. (Employers are required to post a notice informing employees of their family and medical leave rights.)

Require employment agencies to serve all applicants equally; to refuse discriminatory job orders; to refrain from prohibited pre-hiring inquiries or help-wanted advertising.

Require unions not to discriminate in member admissions or dispatching to jobs.

Forbid any person to interfere with efforts to comply with the act. Permits employers to file complaints against workers who refuse to cooperate with the provisions of the law. Authorizes the DFEH to work affirmatively with cooperating employers to review hiring and recruiting practices in order to expand equal opportunity.

THE LAW PROVIDES FOR ADMINISTRATIVE FINES AND FOR REMEDIES FOR INDIVIDUALS, WHICH MAY INCLUDE: hiring, back pay, promotion, reinstatement, cease-and-desist order, expert witness fees, punitive damages, and damages for emotional distress.

JOB APPLICANTS AND EMPLOYEES: If you believe you have experienced discrimination, you may file a DFEH complaint. INDEPENDENT CONTRACTORS: If you believe you have been harassed, you may file a DFEH complaint. Complaints must be filed within one year from the last act of discrimination/harassment.

For information contact the Department of Fair Employment and Housing:
Toll Free 1-800-884-1684 SACRAMENTO, CA Area/OUT OF STATE (916) 227-0551
TDD Number 1-800-700-2320

This notice must be conspicuously posted in hiring offices, on employee bulletin boards, in employment agency waiting rooms, union halls, etc.

DFEH 162

STATE OF CALIFORNIA THE DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING

SEXUAL HARASSMENT IS FORBIDDEN BY LAW

Sexual Harassment In employment violates the provisions of the Fair Employment and Housing Act, specifically Government Code Sections 12940(a), (Hamilton Unified School District) and (I).

EMPLOYER OBLIGATION

Employers must take all reasonable steps to prevent discrimination and harassment from occurring. Employers must act to ensure a workplace free from sexual harassment by distributing to employees an Information sheet on sexual harassment. An employer may either

Hamilton Unified School District

distribute the brochure (DFEH-185) or develop an equivalent document, which must meet the requirements of Government Code Section 12950(b).

DEFINITION OF SEXUAL HARASSMENT

Appropriate corrective action to stop the harassment once the employer learns about it. Employers are strictly liable for harassment by their supervisor or agents. The harasser, as well as any management representative who knew about the harassment and condoned or ratified it can be held personally liable for damages. Additionally, Government Code Section 12940(0) requires an entity to take all reasonable steps to prevent harassment from occurring." If an employer has failed to take such preventive measures, that employer can be held liable for the harassment. A victim may be entitled to damages even though no employment opportunity has been denied and there is no actual loss of pay or benefits. Commission finds that harassment occurred, it can order remedies, including up to \$50,000 in damages for emotional distress from each employer or harasser charged. In addition the Commission may order hiring or reinstatement, back pay, promotion, and changes in the policies or practices of the involved employer. A court may order unlimited damages.

PREVENTING SEXUAL HARASSMENT

A program to eliminate sexual harassment from the workplace is not only required by law, but it is the most practical way to avoid or limit damages if harassment should occur despite preventive efforts. The Fair Employment and Housing Act defines harassment because of sex as including sexual harassment, gender harassment, and harassment based on pregnancy, childbirth, or related medical conditions. The Fair Employment and Housing Commission regulations define sexual harassment as unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser: the following is a partial list

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct: leering, making sexual gestures, displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct making or using derogatory comments, epithets, slurs, and jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes, or invitations.
- Physical conduct: touching, assault, impeding or blocking movements.

EMPLOYER LIABILITY

All employers are covered by the harassment section of the Fair Employment and Housing Act. If harassment occurs, an employer may be liable even if HAMILTON UNIFIED SCHOOL DISTRICT management was not aware of the harassment. An employer might avoid liability if the harasser is a rank and file employee and if the employer had no knowledge of the harassment,

Hamilton Unified School District

and If there was a program to prevent harassment. If the harasser is a rank and file employee, the employer may avoid liability if the employer takes Immediate and T

TYPICAL SEXUAL HARASSMENT CASES

The three most common types of sexual harassment complaints Bed with the Department are:
An employee is fired or denied a Job or an employment benefit because he/she refused to grant sexual favors or because he/she complained about harassment. Retaliation for complaining about harassment Is Illegal, even HAMILTON UNIFIED SCHOOL DISTRICT cannot be demonstrated that the harassment actually occurred.

An employee quits because he/she can no longer tolerate an offensive work environment, referred to as a "constructive discharge" harassment case. If it is proven that a reasonable person, under like conditions, would resign to escape the harassment, the employer may be held responsible for the resignation as If the employee had been discharged.

An employee is exposed to an offensive work environment. Exposure to various kinds of behavior or to unwanted sexual advances alone may constitute harassment

HOW THE LAW IS ENFORCED

Employees or Job applicants who believe that they have been sexually harassed may, within one year of the harassment, file a complaint of discrimination with the California Department of Fair Employment and Housing. The Department serves as a neutral (act-Under and attempts to help tie parties voluntarily resolve deputes. HAMILTON UNIFIED SCHOOL DISTRICT the Department finds evidence of sexual harassment and settlement efforts fall, the Department may file a formal accusation against the employer and me harasser. The accusation will lead to either a public hearing before the Fair Employment and Housing Commission or * lawsuit filed on the complainant's behalf by the Department It (he

For more Information contact the Department of Fair Employment and Housing:

Toll Free 1-800-884-1684

TDD Numbers:

Sacramento (916) 324-1678

COMPLAINT PROCEDURE

COMPLAINT PROCEDURE

An employer should take immediate and appropriate action when he/she knows, or should have known, that sexual harassment has occurred. An employer must take effective action to stop any further harassment and to ameliorate any effects of the harassment. To those ends, the employer's policy should include provisions to:

Fully Inform complainant of his/her rights and any obligations to secure those rights.

Fully and effectively investigate. It must be immediate, thorough, objective and complete. All those with information on the matter should be interviewed. A determination must be made and the results communicated to the complainant, to the alleged harasser, and, as appropriate, to all others directly concerned.

Hamilton Unified School District

If proven, there must be prompt and effective remedial action. First, appropriate action must be taken against the harasser and communicated to the complainant. Second, steps must be taken to prevent any further harassment. Third, appropriate action must be taken to remedy the complainant's loss, if any.

TRAINING OF ALL INDIVIDUALS IN THE WORKPLACE

All employees must receive from their employers a copy of pamphlet #DFEH-185 or an equivalent document. All employees should be made aware of the seriousness of violations of the sexual harassment policy. Supervisory personnel should be educated about their specific responsibilities. Rank and file employees should be cautioned against using peer pressure to discourage harassment victims from using the internal grievance procedure.

Hate Crime Policies and Procedures

Hamilton Unified School District

HATE CRIME REPORTING

The Governing Board prohibits unlawful harassment of or by any student, which includes hate motivated acts. Teachers are to discuss this policy with their students in age appropriate ways and should assure them that they need not endure any form of harassment. Any student who engages in the harassment of anyone in or from the District is subject to disciplinary action up to and including expulsion. Any employee who permits or engages in harassment may be subject to disciplinary action up to and including dismissal. The Board expects students and staff to immediately report incidents of harassment to the principal or other administrator. Any student who feels that she/he is being harassed should immediately contact the principal or designee or another district administrator in order to obtain a copy of AR1312.3—Uniform Complaint Procedure and Citizen Complaint Procedure. Complaints of harassment can be filed in accordance with these procedures.

The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

The principal or designee shall take appropriate actions to reinforce the district's harassment policy. These actions may include, but are not limited to:

1. Removing hateful, vulgar, or offending graffiti.
2. Providing staff in-service and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

HATE-MOTIVATED BEHAVIOR

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
 (cf. 0450 - Comprehensive Safety Plan)
 (cf. 3515.4 - Recovery for Property Loss or Damage)
 (cf. 5131.5 - Vandalism and Graffiti)
 (cf. 5136 - Gangs)
 (cf. 5137 - Positive School Climate)
 (cf. 5141.52 - Suicide Prevention)
 (cf. 5145.3 - Nondiscrimination/Harassment)
 (cf. 5147 - Dropout Prevention)
 (cf. 5149 - At-Risk Students)

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

(cf. 1020 - Youth Services)
 (cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
 (cf. 1700 - Relations Between Private Industry and the Schools)
 (cf. 5148.2 - Before/After School Programs)
 (cf. 5148.3 - Preschool/Early Childhood Education)
 (cf. 6020 - Parent Involvement)

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

(cf. 5138 - Conflict Resolution/Peer Mediation)
 (cf. 6142.3 - Civic Education)
 (cf. 6142.4 - Service Learning/Community Service Classes)
 (cf. 6141.94 - History-Social Science Instruction)

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

(cf. 4131 - Staff Development)
 (cf. 4231 - Staff Development)
 (cf. 4331 - Staff Development)

HATE-MOTIVATED BEHAVIOR (continued)

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131- Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.7 - Sexual Harassment)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

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

(cf. 6164.2 - Guidance/Counseling Services)

Legal Reference: (see next page)

HATE-MOTIVATED BEHAVIOR (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

California Student Safety and Violence Prevention – Laws and Regulations, April 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL

ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997

WEB SITES

CSBA: <http://www.csba.org>

California Association of Human Relations Organizations: <http://www.cahro.org>

California Department of Education: <http://www.cde.ca.gov>

National Youth Violence Prevention Resource Center: <http://www.safeyouth.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Community Relations Service: <http://www.usdoj.gov/crs>

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Governing Board accepts responsibility for providing a means by which the public can hold employees accountable for their actions. The Board desires that complaints be resolved expeditiously without disrupting the educational process.

The Superintendent or designee shall develop regulations which permit the public to submit complaints against district employees in an appropriate way. These regulations shall protect the rights of involved parties. The Board may serve as an appeals body if the complaint is not resolved.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3515.2 - Disruptions)

The Board prohibits retaliation against complainants. The Superintendent or designee at his/her discretion may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint. The district will not investigate anonymous complaints unless it so desires.

Legal Reference:**EDUCATION CODE**

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

GOVERNMENT CODE

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

PENAL CODE

273 Cruelty or unjustifiable punishment of child

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction of juvenile court

Hamilton Unified School District

Management Resources:

CDE LEGAL ADVISORIES

0910.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site (LO:4-93)

Policy
Adopted:

HAMILTON UNIFIED SCHOOL DISTRICT
September 21, 2009 Hamilton City, California

Community Relations

AR 1312.1(a)

COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Superintendent or designee shall determine whether a complaint should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4144/4244/4344 - Complaints)

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.
3. All complaints related to district personnel other than administrators shall be submitted in writing to the principal or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to a principal or central office administrator shall be initially filed in writing with the Superintendent or designee. Complaints related to the Superintendent shall be initially filed in writing with the Board.
4. When a written complaint is received, the employee shall be notified within five days or in accordance with collective bargaining agreements.
5. A written complaint shall include:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter
6. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.

COMPLAINTS CONCERNING DISTRICT EMPLOYEES (continued)

7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the principal or immediate supervisor to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Superintendent or designee's decision as final. However, the complainant, the employee, or the Superintendent or designee may ask to address the Board regarding the complaint.
8. Before any Board consideration of a complaint, the Superintendent or designee shall submit to the Board a written report concerning the complaint, including but not limited to:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
 - c. A copy of the signed original complaint
 - d. A summary of the action taken by the Superintendent or designee, together with his/her specific finding that the problem has not been resolved and the reasons
9. The Board may uphold the Superintendent's decision without hearing the complaint.
10. All parties to a complaint may be asked to attend a Board meeting in order to clarify the issue and present all available evidence.
11. A closed session may be held to hear the complaint in accordance with law.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9323 - Meeting Conduct)

12. The decision of the Board shall be final.

Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law, Board policy and administrative regulation.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Regulation
approved:

HAMILTON UNIFIED SCHOOL DISTRICT
September 21, 2009 Hamilton City, California

UNIFORM COMPLAINT PROCEDURES (UCP)

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by a local educational agency of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying, and noncompliance with laws relating to pupil fees.

This document presents information about how the Hamilton Unified School District processes UCP complaints concerning particular programs or activities in which we receive state or federal funding. A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying, and charging pupil fees for participation in an educational activity. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying, and noncompliance with laws relating to pupil fees. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, District Superintendent or designee shall assist the complainant in the filing of the complaint.

Programs or activities in which Hamilton Unified School District receives state or federal funding are:

Adult Education
Consolidated Categorical Aid Programs
Migrant Education
Career Technical and Technical Education and Training Programs
Child Care and Developmental Programs
Child Nutrition Programs
Special Education Programs
Safety Planning Requirements

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.

Hamilton Unified School District

A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
2. Health and safety complaints regarding a Child Development Program shall be referred to Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.
3. Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).

The responsibilities of the Hamilton Unified School District

Hamilton Unified School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation, bullying, and charging pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with our UCP procedures.

In regards to complaints of noncompliance with laws relating to pupil fees, if Hamilton Unified School District finds merit in a complaint, a remedy will be provided to all affected pupils, parents, and guardians, that, where applicable, will include reasonable efforts by Hamilton Unified School District to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the State Board (EC 49013(d)).

Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remains confidential as appropriate. We submitted our UCP policies and procedures to our local governing board for approval and adoption

The person responsible for receiving and investigating complaints and ensuring our compliance with state and federal laws and regulations is:

Hamilton Unified School District

District Superintendent
620 Canal Street
Hamilton City CA 95951
(530) 826-3261

We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school:

Principal
Hamilton Elementary School
277 Capay Avenue
Hamilton City CA 95951
(530) 826-3474

Principal
Hamilton High School
620 Canal Street
Hamilton City CA 95951
(530) 826-3261

We shall annually notify in writing our pupils, employees, parents or guardians of our pupils, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of our UCP process regarding an alleged violation by a local agency of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying, and noncompliance with laws relating to pupil fees. The UCP Annual Notice will be disseminated to all of the six required groups each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

A copy of this UCP complaint policies and procedures document shall be available free of charge.

Filing a complaint with the Hamilton Unified School District

Except for Williams Complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or mis-assignments and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our LEA of federal or state law or regulation governing a program. A complaint of noncompliance with laws relating to pupil fees may be filed with the principal of a school under

Hamilton Unified School District

the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by our superintendent or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six month time period. Our superintendent shall respond immediately upon receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Except for Williams Complaints, within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Hamilton Unified School District to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

Hamilton Unified School District

- (i) the findings of fact based on the evidence gathered,
- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,
- (v) corrective actions, if any are warranted,
- (vi) notice of the complainant's right to appeal Hamilton Unified School District's Decision to the CDE, and
- (vii) procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem-solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Federal and State Laws cited:

34 Code of Federal Regulations [CFR] §§ 300.510–511
California Code of Regulations [CCR] Title 5 §§ 4600–4687
California Code of Regulations [CCR] Title 5 § 4610(b)
California Code of Regulations [CCR] Title 5 § 4622
California Code of Regulations [CCR] Title 5 §§ 4630–4631
California Education Code [EC] §§ 200, 220, 262.3
California Education Code [EC] §§ 234–234.5
California Education Code [EC] § 35186
California Education Code [EC] § 48985
California Education Code [EC] §§ 49010–49013
California Government Code [GC] §§ 11135, 11138
California Penal Code (PC) § 422.55

Regulation HAMILTON UNIFIED SCHOOL DISTRICT
approved: September 21, 2009 Hamilton City, California
Revision Adopted: January 21, 2014

Hamilton Unified School District

The Hamilton Unified School District Governing Board promotes harmonious relationships that enable students to gain a better understanding of the civil rights and social responsibilities of people in our society. Many of the Board's policies on harassment discrimination are based on this principle.

This document attempts to bring together policies adopted by the Hamilton Unified School District governing Board dealing with harassment of students on the basis of ethnic identification, religion, gender, sexual orientation, color, race, ancestry, national origin or physical or mental disability. It also covers the appropriate action that should be taken when a student encounters such

The Board expects students to make effective use of learning opportunities by demonstrating regular attendance, appropriate conduct and respect for others. The Board is fully committed to providing equal educational opportunities and keeping the schools free from discriminatory practices. The Board will not tolerate intimidation or harassment of any student for any reason.

BP 5000

Governing Board policy on Hate-Motivated Behavior specifically affirms the right of every student to be protected from hate-motivated behavior. Hate motivated behavior includes statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes or religious beliefs and/or actions based on such statements. Hate motivated behavior will not be tolerated.

BP 5145.9

The District's policy on a Comprehensive Safety Plan requires each school to adopt a plan which creates a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management and conflict resolution.

AR 0450

District programs and activities shall be free from discrimination, including harassment, with respect to ethnic group, religion, sex, gender, color, race, national origin and physical or mental disability. The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

BP 5145.3

District employees are expected to carry out their responsibilities free from discriminatory statements or conduct. Teachers will cooperate with other certificated staff in enforcing general school rules and helping students to understand the benefits of choosing behaviors that show respect for other people and property. Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, color or sex.

BP 4030, BP 5131, BP 5144

Hamilton Unified School District

Hazing is prohibited by Governing Board policy. Hazing includes either engaging in or conspiring with others to engage in harassing acts that injure, degrade or disgrace other individuals.

EC 32051

Students are expected to refrain from profane, vulgar abusive language. Students who violate these rules may be subject to discipline, suspension, exclusion, expulsion or transfer to alternative programs.

BP131

Complaint Procedures:

Any student who feels that he/she is a victim hate- motivated behavior should immediately report the situation to the principal or other designated administrator. If the student feels that the situation is not being resolved by the administrator, the District's Uniform Complaint Procedure offers specific channels to take the complaint to a higher level.

BP 5145.9, BP 1312.3(a)

Any student who feels that he/she is being harassed should immediately contact the principal or designated administrator. If a situation involving harassment is not promptly remedied by the principal or designee, a complaint can be filed in accordance with administrative regulations. The superintendent or designee shall determine which complaint procedure is appropriate.

BP 5145.3

Complaints alleging unlawful discrimination may be filed by a person who believes that he or she has personally suffered unlawful discrimination or by a person who believes that an individual of any specific class of individuals has been subjected to unlawful discrimination. The complaint must be filed within six months, and sets in motion a five-step procedure that includes an attempt at mediation, investigation of the complaint, a District response, and final written decision. There are specific timeframes established for each step, and rights of appeal within 15 days of the final decision.

AR 1312.3

The schedule of actions possible with an infraction of regulations is:

The schedule of actions possible with an infraction of regulations is:

- 1) Conference regarding violation and a warning
- 2) In-school probation or suspension
- 3) Parent-teacher conference
- 4) Parent-administrator conference
- 5) Detention
- 6) Withhold grades, diploma and transcripts
- 7) Suspension and/or Saturday Opportunity Class
- 8) Arrest
- 9) Transfer to another school
- 10) Transfer to another specialized program or continuation school
- 11) Expulsion from the district

E 5144(a)

It is grounds for suspension or expulsion to cause, attempt to cause, or even threaten to cause physical injury to another person or willfully use force or violence upon another person, except in self-defense. It is also grounds for suspension or expulsion to harass, threaten or intimidate a student who is a complaining witness or witness in a school disciplinary proceeding to prevent

Hamilton Unified School District

that student from being a witness. Retaliating against a student for being a witness is also grounds for suspension or expulsion. Students who cause, attempt to cause, threaten or participate in an act of hate violence (as defined in Education Code 33032.5) are also subject to suspension or expulsion.

AR 5144.1

Students who harass other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

BP 5145.3

District employees who permit or engage in discrimination or harassment may be subject to disciplinary action up to and including dismissal.

BP 4030

This document presents an abbreviated summary of Hamilton Unified School District policies relating to discrimination and harassment. Full Board Policies (BP), Administrative Regulations (AR) and Education Code (E) documents are available for review at the District Office.

HAMILTON UNIFIED SCHOOL DISTRICT HATE CRIME REPORTING FORM

Bullying, Cyber-Bullying, and Cyber-Crime

Bullying, Cyber-Bullying, Cyber-Crime

The passage of AB9 and AB1156 on October 9, 2011, and passage of AB 746 on July 8, 2011 requires school districts to adopt policies prohibiting bullying and requires that bullying victims be given priority for inter district transfers. According to these new laws, bullying is defined as severe or pervasive physical or verbal acts or conduct, including communications made in writing or by means of an electronic act that has the effect of or can reasonably be predicted to have the effect of:

- placing a reasonable pupil in fear of harm to his or her person or property;
- causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health;
- causing a reasonable pupil to experience substantial interference with his or her academic performance; or
- causing a reasonable pupil to experience substantial inference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

There are many forms of bullying: physical, psychological, emotional, sexual, cyber, etc. Acts of bullying may include pushing, punching, tripping, name-calling, rejecting, terrorizing, extorting, humiliating, sexual harassment, sexual assault, electronically communicating insults/threats, etc.

Under AB9, school personnel who witness such acts must take immediate steps to intervene, when safe to do so. Further, AB1156 requires that student bullying victims be given priority for inter district transfers under existing inter district attendance agreements. The Board expects students and staff to immediately report incidents of bullying to the principal or other administrator. Any student who feels that she/he is a victim of bullying should immediately contact the principal or designee or another district administrator.

CONDUCT

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

(cf. 5112.5 - Open/Closed Campus)

(cf. 5131.1 - Bus Conduct)

(cf. 6145.2 - Athletic Competition)

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

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

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

3. Harassment of students or staff, such as bullying, including cyberbullying, intimidation, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering, in accordance with the section entitled "Bullying/Cyberbullying" below

"Cyberbullying" includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

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

CONDUCT (continued)

(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5131.5 - Vandalism, Theft and Graffiti)

5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

6. Use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Plagiarism or dishonesty in school work or on tests

(cf. 5131.9 - Academic Honesty)
(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 6162.6 - Use of Copyrighted Materials)

8. Inappropriate attire

(cf. 5132 - Dress and Grooming)

9. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Truancy)

10. Failure to remain on school premises in accordance with school rules

11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drug in violation of school rules

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5131.62 - Tobacco)
(cf. 5131.63 - Steroids)

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

CONDUCT (continued)

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

(cf. 1020 - Youth Services)

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

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

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

Possession/Use of Cellular Phones and Other Mobile Communications Devices

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

Students may possess or use on school campus personal electronic signaling devices including, but not limited to, pagers and cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the class period or school day.

In accordance with the Board's policy and administrative regulation on search and seizure, a school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

CONDUCT (continued)

(cf. 5145.12 - Search and Seizure)

Students shall not use mobile communications devices, even in hands-free mode, while driving on school grounds or to or from a school-related activity.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

Bullying/Cyberbullying

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

The district may provide students instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. This instruction may involve parents/guardians, staff, and community members.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6163.4 - Student Use of Technology)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians and students also may be provided with similar information.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5136 - Gangs)

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. The Superintendent or designee may establish other processes for students to submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

CONDUCT (continued)

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance. Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying using district-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32261 Bullying

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension or expulsion, especially:

48908 Duties of students

51512 Prohibition use of electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

417.25-417.27 Laser scope

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23124 Use of cellular phones provisional license holders

CODE OF REGULATIONS, TITLE 5

300-307 Duties of pupils

Legal Reference continued: (see next page):

CONDUCT (continued)

Legal Reference: continued

UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Digital Discipline: Off-Campus Student Conduct, the First Amendment and Web Sites, School Law in Review, 2001

NATIONAL SCHOOL SAFETY CENTER PUBLICATIONS

Set Straight on Bullies, 1989

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998

WEB SITES

CSBA: <http://www.csba.org>

California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

Center for Safe and Responsible Internet Use: <http://csriu.org> and <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

NetSmartz: <http://www.netsmartz.org>

U.S. Department of Education: <http://www.ed.gov>

Policy HAMILTON UNIFIED SCHOOL DISTRICT
adopted: September 21, 2009 Hamilton City, California

Hamilton Unified School District
Dress Code
Board Policy and Administrative Regulation 5132

- Clothing should be clean, modest, safe and not disruptive.
- Clothing and symbols that represent obscene, illegal or gang-related statements are unacceptable.
- Bare midriffs (front or back), strapless and other immodest tops are not permitted.
- Underwear, including boxer shorts and undershirts, may not be exposed.
- Wallet chains and any jewelry with points or spikes are prohibited.
- Shoes are required at all times.
- Hairnets, wave-caps, “doo-rags”, bandanas, or any other clothing that may be construed as gang-related is unacceptable.
- Shorts or skirts shorter than mid-thigh are prohibited.
- The administration retains the authority to ban specific clothing if the need arises to maintain school safety.

Hamilton Unified School District
Safe Ingress and Egress

At every entrance to Hamilton Unified School District signs are posted instructing all non-Hamilton Unified School District personnel report to the administration office prior to accessing the school campus. In the administration office, these people must sign in at the receptionist's counter, receive an administrator's approval to access the campus, and receive a visitor's pass. All visitors must wear the pass so employees easily see it. The visitor pass is good only for that day. Campus supervisors and administrators are always present to address individuals on campus without a guest pass and direct those individuals to the administration office.

Students are held accountable for their behavior on their way to school, while they attend school or a school activity, and on their way home from school. To insure everyone's safety, campus supervisors are stationed around the school property to address any unsafe, irresponsible, and/or inappropriate behavior. Students are supervised as they access the school property as well as when they exit the campus (Board Policy and Administrative Regulation 1250).

The Principal and Campus Monitors and Parent Volunteers will survey the surrounding community for the purpose of determining and recommending safe routes to and from school. Particular attention will be given to busy streets and major thoroughfares that are used by students, parents, and staff as they proceed to and from school.

It will be the responsibility of the Principal and members of the school to give attention to the following:

- Designated pedestrian crosswalks in the school community.
- Busy signals cross streets adjacent to the school and school attendance areas.
- Danger zones including busy shopping areas, businesses, hospitals, narrow alleyways, streets with limited visibility to approaching traffic, etc.
- The safest thoroughfares and/or recommended routes to and from school.
- Conducting a student safety assembly to establish safety standards for most dependable routes to and from school. Utilizing police department public service officer to discuss safety recommendations.

**National Incident Management System (NIMS)
Standardized Emergency Management System (SEMS)**

NIMS Purpose and Scope

The National Incident Management System (NIMS) was issued by Department of Homeland Security on March 1, 2004 to provide a comprehensive and consistent national approach to all-hazard management at jurisdictional levels and across functional disciplines. The NIMS will enable responders at all levels to work together more effectively to manage domestic incidents no matter what the cause, size or complexity.

In September 2005, the State of California obtained certification and compliance for SEMS/NIMS integration from the United States Department of Homeland Security, for FY 2005. Certification and compliance is an annual process that the California Office of Emergency Services performs.

SEMS Purpose and Scope

These regulations establish the Standardized Emergency Management System (SEMS) based upon the Incident Command System (ICS) adapted from the system originally developed by the Firefighting Resources of California Organized for Potential Emergencies (FIRESCOPE) program including those currently in use by state agencies, the Multi-Agency Coordination System (MACS) as developed by FIRESCOPE program, the operational area concept, and the Master Mutual Aid Agreement and related mutual aid systems.

SEMS is intended to standardize response to emergencies involving multiple jurisdictions or multiple agencies. SEMS is intended to be flexible and adaptable to the needs of all emergency responders in California. SEMS requires emergency response agencies use basic principles and components of emergency management including ICS, multi-agency or inter-agency coordination, the operational area concept, and established mutual aid systems. State agencies must use SEMS. Local government must use SEMS by December 1, 2006 in order to be eligible for state funding or response-related personnel costs pursuant to activities identified in California Code of Regulations, Title 19, §2920, §2025, and §2930. Individual agencies' roles and responsibilities contained in existing laws or the state emergency plans are not superseded by these regulations.

SEMS is the overall system in which many agencies, levels of government, and information systems fit. The parts of SEMS are:

- Incident Command System
- Multi-agency or inter-agency coordination
- State Master Mutual Aid Agreement and Systems
- Operational Areas
- Operational Areas Satellite Information System (OASIS)

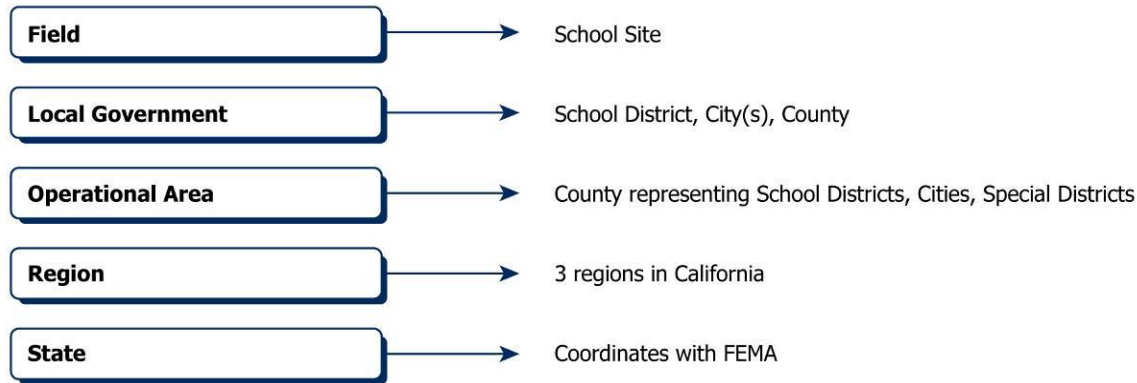
School districts have mutual aide agreements for shelter, counseling, and other items and must participate in inter-agency coordination. It is important to understand this and be prepared to participate.

Hamilton Unified School District

Organizational Levels

Information regarding a disaster and the school site conditions are reported from the site level all the way up to state and federal levels and become part of the larger information picture. Thorough documentation and accuracy is very important.

Order of Coordination:



Field Level (School Site) Involves:

- Utilizes the Incident Command System
- Tactical on-scene response
- Establish and maintain Incident Command Post (school site) and Field Command Post (fire, police, etc.)
- Requests support from the Local Government EOC (fire, police, EMS, Public works, etc.)

Local Government Level (School District, City(s), County Involves:

- City(s), County, County Office of Education, Community College District, School District
- Establish and maintain Emergency Operations Center (EOC) and District Emergency Operations Center (EOC)
- Implement Local Emergency Plans
- Requests support from the Operational Area

Operational Area Level (County representing School Districts, Cities, Special Districts) Involves:

- The County and ALL political sub-divisions
- Coordinating information, resources, and priorities among all local governments
- Brokering resources within the Operational Area
- Functioning as the intermediate level between the Region and Local Government

The Region Level (3 regions in California: Inland Region, Coastal Region and Northern Region. Hamilton Unified School District is in the Northern Region).

It's tasked with:

- Coordination between Operational Areas in each Mutual Aid Region
- Coordination between Operational Area and State Level
- Coordinating overall State Agency Support within the Region.

Hamilton Unified School District

- California Office of Emergency Services
- Northern, Southern, Los Alamitos, California.

State Level Will:

- Coordinate support between Administrative Regions as required
- Act as the initial point of communication and coordination between California and the Federal Response System

SEMS and Schools

The Standardized Emergency Management System is based on a number of concepts, three of which are pertinent to schools:

- 1). A management tool called the Incident Command System (ICS);
- 2). Mutual aid systems, in which similar organizations assist each other in emergencies; and
- 3). Multiple agency coordination, under which diverse organizations work together and communicate with each other.

Incident Command System (ICS)

ICS was developed by fire departments to give them a common language when requesting personnel and equipment from other districts, and common tactics when responding to emergencies. The system is designed to minimize the problem common to many emergency response efforts – duplication of efforts – by giving each person a structured role in the organization, and each organization its piece of the larger response.

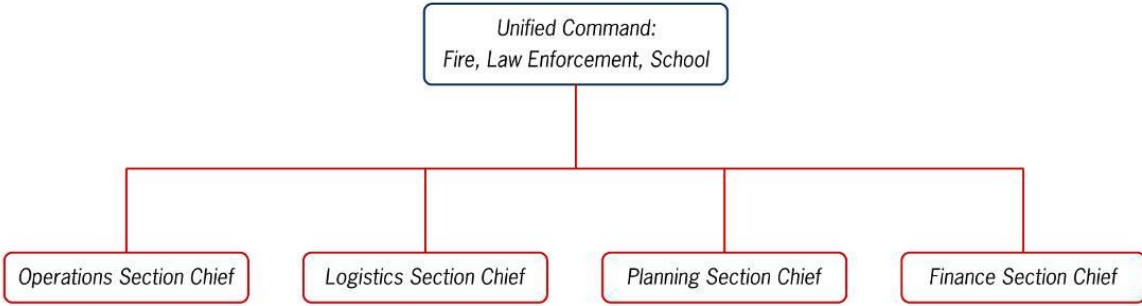
The Incident Command System is the combination of facilities, equipment, personnel, procedures, and communication operating within a common organizational structure, designed to aid in domestic incident management activities. It is used for a broad spectrum of emergencies, from small to complex incidents, both natural and manmade, to include acts of catastrophic terrorism. ICS is used by all levels of government -Federal, State, tribal, and local - as well as by many private sector and non-governmental organizations.

The five ICS functions are required at all NIMS levels. They are: command, planning, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand.

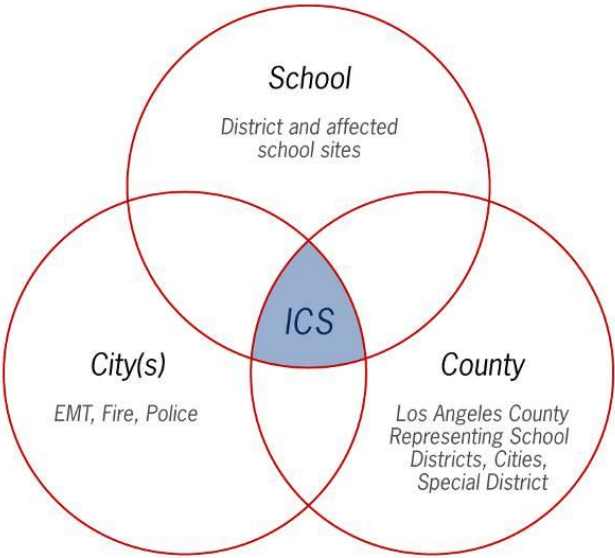
Hamilton Unified School District

Incident Command System

ICS Unified Command



ICS Principles



* Diagram indicates activation of operational area

Hamilton Unified School District

Command (The “leaders”)

Responsible for the overall policy, direction, and coordination of the emergency response effort in school Command Post. Command staff is also responsible for interacting with each other and other Emergency Operations Center’s (EOC), to ensure the effective function of the EOC organization. Example: police, fire, DCEMA.

Operations (The “doers”)

Responsible for coordinating all operations in support of the emergency response and for implementing action plans. Operations include response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning (The “thinkers”)

Responsible for collecting, evaluating, and disseminating information; maintaining documentation, and evaluating incoming information to determine the potential situation in the not-too-distant future. This team also develops school site action plans for implementation by the Operations team.

Logistics (The “getters”)

Responsible for providing all types of support for the emergency response operation (facilities, services, personnel, equipment, transportation and materials).

Finance/Administration (The “payers”)

Responsible for financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This team is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Major Concepts

Every emergency, no matter how large or small, requires that certain tasks called management, planning, operations, logistics, and finance/administration be performed.

The system can be expanded or contracted, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge, called the Incident Commander at the site level.

No one person should be in charge of more than seven people (the optimum number is five). Note: this does not apply to Student Supervision.

Hamilton Unified School District

School Emergency Response Team Organizational Chart

Incident Commander				
INSERT NAME				
COMMAND	OPERATIONS	PLANNING & INTELLIGENCE	LOGISTICS	ADMIN/FINANCE
<i>Safety Officer</i>	<i>Operations Section Chief</i>	<i>P/I Section Chief</i>	<i>Logistics Section Chief</i>	<i>A/F Section Chief</i>
INSERT NAME	INSERT NAME	INSERT NAME	INSERT NAME	INSERT NAME
<i>Public Information Officer</i>	<i>Site Coordinator</i>	<i>Site Coordinator</i>	<i>Logistics Team Coordinator</i>	<i>Secretary</i>
INSERT NAME	INSERT NAME	INSERT NAME	INSERT NAME	INSERT NAME
<i>Liaison</i>	<i>First Aid Coordinator</i>			<i>Scribe</i>
INSERT NAME	INSERT NAME			INSERT NAME
	<i>Police/Fire/Medical Coordinator</i>			
	INSERT NAME			
	<i>Search & Rescue Team Coordinator</i>			
	INSERT NAME			
	<i>Site Security Coordinator</i>			
	INSERT NAME			
	<i>Parent Coordinator</i>			
	INSERT NAME			
	<i>Student Release Team Coordinator</i>			
	INSERT NAME			
	<i>Student Supervision Coordinator</i>			
	INSERT NAME			

Date _____ Nature of Emergency _____

Note: This form is to be completed at time of incident and be retained in the “ICS.”

Hamilton Unified School District
ICS responsibilities of the School Site

The following chart outlines the responsibilities within each of the five ICS functions of the School Site:

Function	School Site Command Post
COMMAND	Overall responsibility for all incident activity on site
OPERATIONS	Directs the tactical response of all incident operations on site
PLANNING	Collects, processes, and documents information at that site for use on the incident
LOGISTICS	Provides services, personnel, and equipment in support of the incidents on site
FINANCE / ADMINISTRATION	Provides financial accounting and cost control at incident site

Mutual aid systems

Voluntary and reciprocal agreements, which provide services, resources, and facilities when existing resources, prove to be inadequate.

Multiple Agency Coordination (MAC)

Agencies working together at any SEMS level to facilitate decisions.

Emergency Phases

Hamilton Unified School District
General Information Regarding Emergencies

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated 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.

Mitigation Phase

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 as well as education of parents, students, and teachers on the emergency plans and contact information.

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.

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 these SOPs and checklists and periodically are trained in activation and execution.

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.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions 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.

School Emergency Response Team

Hamilton Unified School District
The School Emergency Response Team (SERT)

Selecting the Members of the School Emergency Response Team

The principal and his/her leadership team are responsible for assembling the School Emergency Response Team (SERT).

Who Should Be On The Team?

Staff members who are good SERT candidates are recognized within the school, respond well to a crisis, are calm, accepted by staff and students as impartial and fair, good listeners and communicators, skilled negotiators, and adept at crowd control. One of the SERT members should be a bilingual staff person. Also, include members who do not have supervisory duties or whose groups can be canceled in an emergency is important, such as:

- Office Manager
- Special Education Coordinator
- Technology Support Manager
- School Resource Officers
- Speech Therapist
- Occupational Therapist/Physical Therapist
- Outreach Consultant
- Program Facilitators
- Reading Coaches
- School Secretary
- Counselors/Social Workers
- Custodians/Security Personnel
- School Nurse
- Psychologist

How Many People Should Be On The School Emergency Response Team?

The number of members on the team should be in relationship to the number of students in the school. If any of the members of the team are classroom teachers, substitutes will need to be chosen and their names should be listed as alternate SERTs.

NOTE: The NIMS/SEMS ICS structure (School Emergency Response Team) may expand or contract depending on the scope of the emergency and number of staff available. Staff members may be assigned multiple roles in an emergency.

Hamilton Unified School District
The Roles of the Members of the School Emergency Response Team

COMMAND TEAM

Incident Commander (IC):

Job Description: Responsible for emergency operations to ensure safety of students, staff and others who are on campus.

Responsibilities:

1. Assess emergency or threat and impact to students, staff, school property and surrounding community
2. Activate emergency plan and Incident Command System
3. Establish a Command Post
4. Develop and communicate the Incident Action Plan (IAP)
5. Provide School District Site Specific Status Report Form
6. Authorize any release of public information
7. Begin student release procedures (when it is safe to do so)
8. Make provision for mental health counseling
9. Make provisions for language translations
10. Release teachers and staff as appropriate
11. Declare end of emergency – initiate recovery when appropriate
12. Remain in charge of your campus until released by fire or law enforcement incident commander.

Note: Incident Commander for Police or Fire will take control of emergency once they have arrived at the site. IC (school site) will remain in charge of school procedures (accountability of students, etc.), but will work with First Responders and provide any necessary assistance. Once Police/Fire Incident Commander is on site all decisions regarding evacuations, relocations, declaring an 'All Clear' will be made with the expressed approval and coordination of First Responders.

Remains in the Command Post and manages the crisis.

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Safety Officer:

Job Description: Responsible for monitoring the safety and conditions for students and staff.

Responsibilities:

1. Participate in planning sessions, concentrating on issues of safety for both those caught up in the incident and those responding to it.
2. Monitor operational activities to assess potential danger and unsafe conditions.
3. Correct unsafe acts or conditions through regular lines of authority when possible.
4. Monitor stress levels of personnel involved in the response.

Safety Considerations:

- Are people performing out of role or responsibility?
- Is there enough manpower available to perform the prescribed tasks?
- Are the prescribed tasks being performed properly (such as proper lifting techniques)?
- Is appropriate personnel protection equipment (PPE) being used?

Public Information Officer (PIO):

Job Description: Conduit for information flow between the school and community; including the media.

Responsibilities:

- Work closely with the IC (if not performing both roles) and first responders in providing information to the media and community.
- Establish a media information center.
- Provide press briefings and news releases as appropriate.
- Obtain copies of all media releases and post them in the Command Post for review.
- Prepare information summary on media coverage for SERT personnel.
- Arrange for meetings between news media and incident personnel as directed by the IC.
- Coordinates press conferences.
- Prepares information for distribution to parents and students.
- Coordinates with the City/County PIO, if appropriate.
- Maintain a log of all activities.

Hamilton Unified School District

Liaison

Job Description: Liaison between the school site, command, EOCs, and all other agencies. Position may be performed by the PIO and/or IC.

Responsibilities:

1. Identify representatives from and maintain contact with each responding agency, including communication links and locations of assisting personnel.
2. Handle requests from Command Post for inter-organizational contacts.
3. Monitor operations to identify current/potential inter-organizational problems.
4. Provide information to appropriate governmental agencies.
5. Maintain an activity log.

OPERATIONS TEAM

Operations Section Chief:

Job Description: Manages and directs emergency response activities on campus (Note: the IC may also perform this job).

Responsibilities:

1. Coordinate Staff Buddy Assignments
2. Coordinate Student Messengers
3. Coordinate Search & Rescue
4. Coordinate Campus Check and Security
5. Coordinate School Emergency Response Team response
6. Coordinate Medical Aid
7. Coordinate Student Care
8. Coordinate Student Release
9. Coordinate mental health counseling
10. Make sure teams have enough supplies
11. Reassign staff as needed
12. Schedule breaks and back-ups for staff

Hamilton Unified School District

Site Coordinator:

Job Description: Manages emergency at the crime scene.

Responsibilities:

1. Respond to the scene of emergency
2. Control access to the affected area
3. If necessary, preserve crime scene until police arrive and assume control
4. Keep IC updated on status of emergency
5. Assist medical team, if necessary
6. Assist First Responders at the scene

First-Aid Coordinator:

Job Description: Provide emergency first aid until medical assistance arrives.

Responsibilities:

1. Provide emergency first aid.
2. Keep site coordinator updated on status of victim(s).
3. Update First Responders, upon arrival at the scene.
4. Keeps log of status of the victim(s) and all aid administered.

Note: In the event of multiple injuries the First Aid Coordinator will manage the First Aid Team. Members of the First Aid Team may be any adults who have received First Aid/CPR training.

Responsibilities for First Aid Team (to be managed by First Aid Coordinator):

1. Assist the First Aid Coordinator with administering first aid and with his/her other duties and responsibilities.
2. At the direction of the First Aid Coordinator, organize an Emergency First Aid Station.
3. Obtain first aid supplies and bring them to the Emergency First Aid Station. First Aid supplies will be maintained in a visible area and will be known to all SERT members.
4. Coordinate efforts with the SERT and First Responders.
5. Provide the IC with periodic updates as to the status of those who are and were treated at the Emergency First Aid Station.
6. Keep accurate records of the medical attention required by each person and will complete an Emergency Medical Release Form for each individual treated.
 - a. If an individual requires hospitalization, the first aid team will contact the paramedics for transportation to a hospital.
 - b. Complete the Emergency Medical Release Form for all individuals who received medical treatment and are returning to the assembly area.
7. If necessary, will set up a Casualty Collection Point and Morgue.

OPERATIONS TEAM (Continued)

Police/Fire/Medical Coordinator:

Job Description: Assist emergency personnel and direct them to the scene.

Responsibilities:

1. Meet emergency personnel and take them to the scene – utilizing the most efficient route
2. Follow emergency personnel instructions (i.e., locking or unlocking doors, turning off water, electricity, etc.)
3. Keep IC updated on status of police/fire/medical personnel
4. Once released by emergency personnel, return to the Command Post and assist with emergency as directed by the IC.

Helpful Hint: Meet first responders with site map and master keys

Search & Rescue Team Coordinator:

Job Description: Manage the search efforts.

Note: members of the Search Team will be comprised of any adults who do not have supervisory responsibilities at the time the emergency is declared. If additional adults are needed, consider combining classrooms to release additional staff members to assist in the search activities.

Responsibilities:

1. Assemble adults who do not have supervisory duties into Search Teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team.
2. Perform visual check of outfitted team(s) leaving Command Post; include radio check. Advise teams of known injuries.
3. Coordinate the efforts of all Search Teams to ensure all areas of the school campus have been searched and are secure.

Helpful Hint: Color code the school site map into search areas and distribute maps to Search Team. This will help to ensure all areas that individual Search Teams are responsible for are covered (i.e., bathrooms, storage areas, closets, etc.)

4. Assemble the emergency attendance forms and begin reconciliation of student and staff accountability. During the reconciliation phase of the student lists, he/she will ensure the Early Release Log and Visitor Log are included in the process.

OPERATIONS TEAM (Continued)

Search & Rescue Team Coordinator (continued):

Responsibilities for Search Team in the event of a fire:

1. Until the police and Fire Department have arrived, the search team will direct the firefighting efforts.

Responsibilities for Search Team in the event of an earthquake or other emergency requiring evacuation:

1. Conduct a pre-established search pattern of the school buildings and property. Do not enter severely damaged buildings. If you are in doubt about personal safety, DO NOT ENTER!

Generally, the team will begin at the center of the building destruction, search the immediate area and then move to the next building (moving clockwise). If the search team coordinator determines that a secondary location requires immediate relocation, the team will move to the location and then proceed clearing buildings using the North search procedures until all buildings have been cleared or until the arrival of the Police and Fire Departments.

Procedures for Searching a Room:

Tape will be placed on the door as the team enters the room to indicate that the room is in the process of being searched.

The team will search the room in a clock-wise direction.

When the room has been searched and cleared, the team will place a second piece of tape so that a large 'X' will indicate that the team has cleared the room.

When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use the names of students or staff. Follow directions from the Command Post. Record the exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information onto the Command Post.

2. Bring the emergency containers to the evacuation site.
3. Once the Police and Fire Departments have arrived, the search team coordinator will report their findings and assist first responders as needed.
4. Keep the IC updated on the status of the team's effort and assist with the emergency as directed.

OPERATIONS TEAM (Continued)

Site Security Coordinator:

Job Description: Secure the school campus and all buildings.

Responsibilities:

1. Lock gates and all external doors.
2. Locate/control/extinguish small fires as necessary.
3. Check gas meter and, if gas is leaking, shut down gas supply.
4. Shut down electricity only if building has clear structural damage or advised to do so by IC.
5. Post yellow caution tape around damaged or hazardous areas.
6. Verify that the campus is 'locked down' and report to IC.
7. Keep IC updated of all activities and precautions taken.
8. Ensure that the entire campus has been checked for safety hazards and damage.
9. No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
10. Route fire, rescue, police, etc. as appropriate.

Parent Coordinator:

Job Description: Liaison with the parents on site.

Responsibilities:

1. Meet with the parents and arrange for their needs (i.e., if approved by First Responders, bring them into a classroom or portable)
2. Advise parents of the situation and if their child is or isn't involved in the emergency
3. Keep IC updated on the status of parents
4. After the 'All Clear' has been given, assist those parents who wish to take their children home

OPERATIONS TEAM (Continued)

Student Supervision Team:

Job Description: Remains with and supervises students.

Responsibilities:

1. Remains with and supervises students after the evacuation. Ideally each classroom teacher is supervising their class, but teachers who are needed on other teams will combine their classroom with another teacher.
2. Organize and supervise student activities

Note: As other team members are no longer needed for other assignments, they will join the Student Supervision Team. Supervision Team members will be released for breaks and will be released from service at the school site when deemed appropriate by the IC. All personnel not assigned to a team will be assigned to the Student Supervision team.

Student Release Team Coordinator:

Job Description: Release students to authorized adults.

Responsibilities:

1. At the direction of the IC, release students to authorized adults.
2. Maintain a log of all students who have been released and who they were released to.
3. Set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips).

Procedures for releasing students

- a. Parent of guardian reports to the Student Release Station identifying the student(s) he/she desires to pick up.
- b. Check the emergency cards to verify the adult is authorized and the student(s) may be released to that person.
- c. Bring student to release point (use runners).
- d. Instruct the parent to sign the register, verifying that the student(s) has/have been removed from campus.
- e. Document the whereabouts of any student transported from the site by any agency to a hospital, shelter, or Collection Point.
- g. Any student having a triage tag should have one of the serial numbered corners taken off and attached to release team documentation.

Procedures for teachers when releasing students

- a. Complete Emergency Release Form
- b. Identify parent (or other authorized adult) and have form signed. If a positive identification cannot be made, teacher needs to refer to child's emergency card for authorized adult release. (if adult cannot be verified, put a large "?" on the Emergency Release Form, so student release team can verify adult).
- c. Release student to parent pick up station (or runner) and remove name from class list

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Procedures for Adults when picking up student(s)

- a. Proceed to student release station at the evacuation site
- b. Fill out and sign release form/register as soon as teacher/adult in charge is available
- c. Upon receiving copy of release form, parent or authorized adult will meet child at release point to verify ID and be released.

Note: It is important to create a secure area for student release. If the school grounds do not afford physical barriers use staff members until police can secure the area. Also consider using yellow caution tape and/or orange cones.

PLANNING TEAM

Planning Section Chief:

Job Description: Keep current on situation at all times. Analyze information, prepare necessary reports, and manage status reports. (Note: the IC may also perform this job).

Responsibilities:

1. Collect all information pertinent to incident (internal and external)
2. Analyze information for potential impacts or changes
3. Prepare and update status reports

LOGISTICS TEAM

Logistics Section Chief:

Job Description: Secure supplies, personnel and equipment and arrange for transportation and lodging of resources. (Note: the IC may also perform this job with assistance from members of the Search Team and/or Police/Fire/Medical Coordinator).

Responsibilities:

1. Open disaster container.
2. Distribute supplies, kits, etc.
3. Set-up various staging areas(s) for sanitation, feeding, etc.
4. Sign-in volunteers and assign to various sections needing assistance.
5. Determine whether additional equipment, supplies, or personnel are needed. Provide this information to the Liaison.
6. Make arrangements for transport of supplies and lodging of personnel.

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FINANCE and ADMINISTRATIVE TEAM

Finance and Administrative Section Chief:

Job Description: Track all costs and staff time redirected to emergency. (Note: the IC may also perform this job).

Responsibilities:

1. Document all supplies redirected to emergency
2. Document all personnel time redirected to emergency (number of hours with description of activities performed)
3. Check with Section Chiefs to determine whether additional supplies, etc. will need to be purchased.
4. Purchase needed items, upon approval of IC
5. Document all activities

School Secretary, Scribe, and other Office Staff:

Job Description: Assist IC in managing crisis, making necessary notifications and recording all events.

Responsibilities:

1. Upon the direction of the IC, place a telephone call to 911 and advise the dispatcher of the nature of the emergency.
2. Keep 911 dispatcher informed of any changing conditions until police/fire or medical assistance arrives at the school.

Note: The individual on the phone with 911 will stay on the phone until released by 911 (usually when First Responders have arrived at the scene). This individual will not be able to assist with any other tasks until released by 911. Therefore, it is important to ensure that at least 2 additional adults are in the Command Post to assist the IC.

3. Shut off school bell system
4. Make other required telephone calls (i.e., to school district)
5. Maintain a Chronological Event Log. The following information will be recorded in the Log:
 - Time IC was advised of the emergency
 - Time Lock-Down (or other emergency signal) was declared
 - Time all outgoing calls were made and to whom, their phone numbers, and the information that was furnished
 - Time all incoming calls were received, from whom, and nature of the call
 - Time School Emergency Response Team arrived at the Command Post
6. Advise the IC of any new information

Note: It is important for each member of the SERT to have a way of identifying themselves as members of the team. In an emergency, responding police or other emergency personnel will need to be able to ascertain who is authorized to be roaming the building.

School Emergency Response Team Master List

INCIDENT COMMAND SYSTEM TEAM ROSTER

INCIDENT COMMANDER

ALTERNATE:

Solely responsible for all emergency / disaster operations and shall remain at the Command Post to observe and direct all operations. Responds to all issues from Management/Command Team through continuous briefings / updates as emergency requires.

PUBLIC INFORMATION OFFICER

Through briefings from the IC, ensures that accurate up to date information is disseminated to the public and/or appropriate support agencies, as emergency requires.

SAFETY OFFICER:

Ensures that all activities are conducted in as safe a manner as possible under the circumstances, which exist. Monitors staff for fatigue/rest, as emergency requires.

LIAISON OFFICER:

Serves as the point of contact for outside Agency Representatives offering organizational assistance during school site emergency response. Coordinates efforts of these outside agencies while on-site to ensure the proper flow of information, as emergency requires.

All Section Chiefs are responsible for providing the Incident Commander with continuous briefings from their team leaders throughout the crisis / emergency

OPERATIONS

Section Chief:

Site Security Team-

Search & Rescue Team

Medical Team-

Student Care Team-

Student Release Team-

PLANNING

Section Chief: Documentation:

LOGISTICS

Section Chief:

Responsible for providing facilities, services, personnel, equipment, materials, and forms in support of the incident. Logistics sets up and maintains an Incident Check-In Roster. Logistics is made up of the following teams:

FINANCE / ADMINISTRATION Section Chief:

Hamilton Unified School District

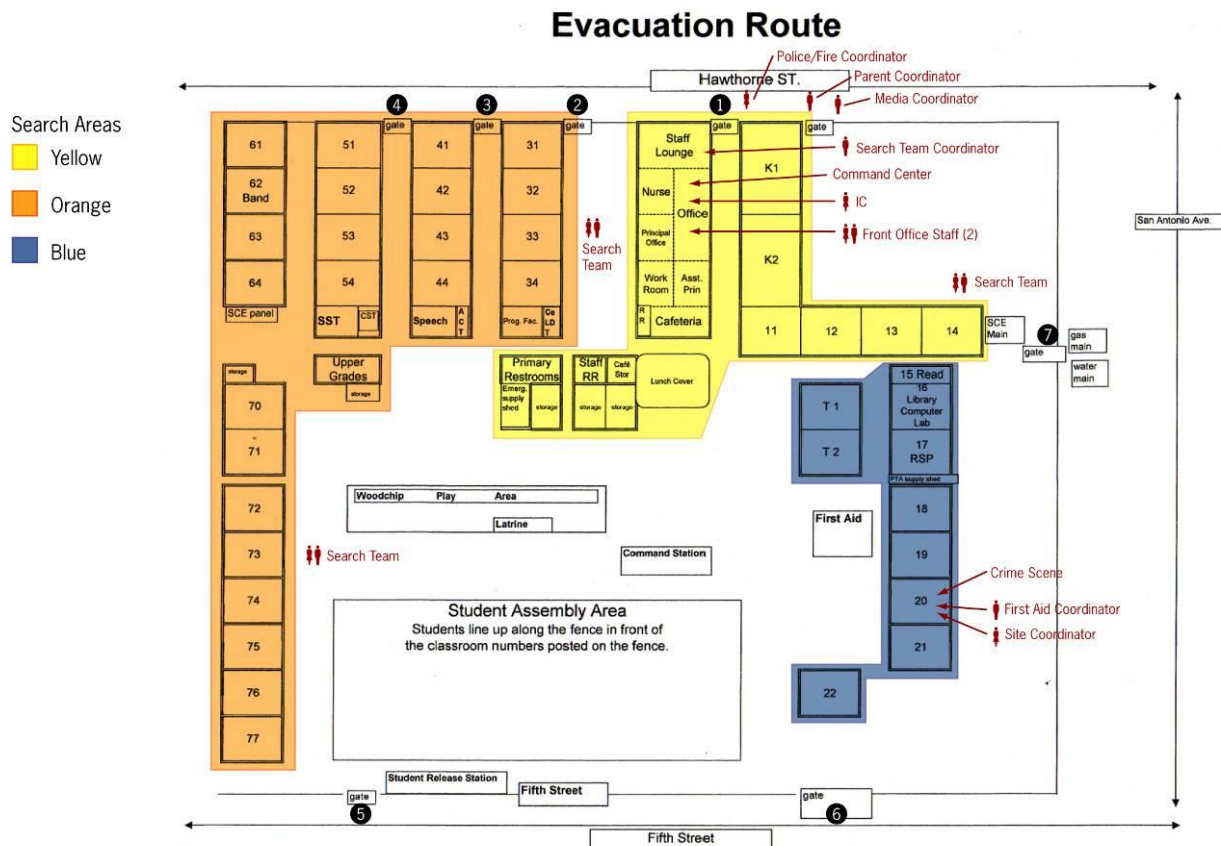
Additional Information

Medication Trained Staff			
Staff Trained in First Aid/CPR			
Staff Trained in Physical Restraint			
Individuals who need assistance during a crisis (physical or mental handicap)			
Diabetic:			

Note: To be determined by IC at time of incident.

Hamilton Unified School District

Positions of SERT members in a Lock Down – Team Response
Scenario: Crime committed on campus – location is Room 20



EXAMPLE CAMPUS

Hamilton Unified School District

Legend for Previous Map Illustrating Team Member Positions in a Lock Down - Response

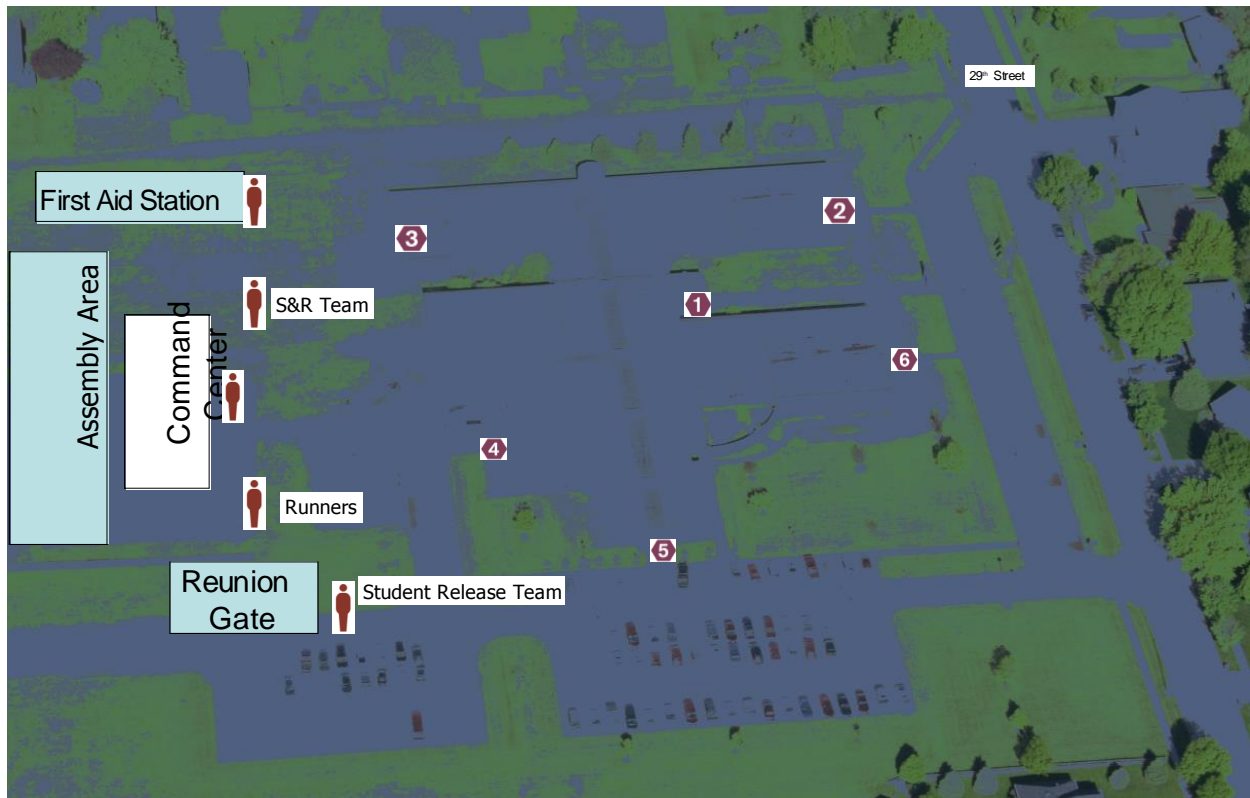
- IC (Incident Commander)
 - Remains in command center
 - Manages emergency
 - Deploys team members
 - Liaison with district first responders
- Site Coordinator
 - Goes to crime scene
 - Updates IC with status
 - Restricts access to crime scene
- First Aid Coordinator
 - Goes to crime scene
 - Renders medical assistance
 - Front Office Staff
 - Call 911
 - Call District
 - Keep event log
 - Assist IC
- Search & Rescue Team Coordinator
 - Remains in command center
 - Deploys search teams
 - Reconciles accountability of staff and students
- Police/Fire/Medical Coordinator
 - Secures perimeter (additional adults may assist in this)
 - Greets police officer in front of building and brings them directly to crime scene
- Parent Coordinator
 - Waits outside of perimeter
 - Liaison with parents
- Media Coordinator
 - Waits outside of perimeter
 - Liaison with media, until district PIO arrives
- Search Team
 - Collects emergency attendance forms
 - Ensures all students and adults are in classroom

Note: See School Emergency Operations Plan for complete list of roles and responsibilities

Hamilton Unified School District

School Emergency Response Team positions for evacuations: If the school evacuates to an assembly area on school campus, ensure that the following areas are pre-identified on an emergency map:

- Assembly Area for Students
- Command Center
- First Aid Station (including triage, treatment, and a morgue)
- Student Release Team
- Reunion Gate
- Staging areas for team members (search team, runners, etc.)



If the school evacuates to the off-site evacuation site (another school or facility), ensure that the receiving school or facility is provided with the following information:

- Anticipated time of arrival
- Number of students and staff members evacuating
- Report on injuries, if any
- Any special needs (medication, food, etc.)

Emergency Management

BUDDY SYSTEM

Teachers and staff occupying rooms listed together will check to make sure the other teachers and staff are not injured before the rooms are evacuated. In the event a teacher is injured, a “buddy” teacher will evacuate the students, or if a “buddy” teacher needs to remain to administer first aid the teacher in the adjoining room will evacuate the students.

DO NOT LEAVE CLASSES UNSUPERVISED

Hamilton Unified School District

Emergency Signals

HAMILTON UNIFIED SCHOOL DISTRICT will use the following signals in responding to an emergency

Signal	Description	Signal
Lock-Down – TEAM RESPONSE	Crisis that activates the School Emergency Response Team	Continuous Bell Verbal Command (radio, PA, phone)
LOCK DOWN – NO TEAM RESPONSE	Does NOT activate the School Emergency Response Team (threat is too dangerous). Is used in one of the following scenarios: Shots being fired Gunman in the building Hostage situation	Continuous Bell Verbal Command (radio, PA, phone)
Fire	Fire	Verbal Command or Fire Alarm System
Duck, Cover & Hold On	Threat requiring the protection of the body (i.e.: earthquake)	Verbal Command or movement of the earth
Shelter-in-Place	Threat requiring the school and community remain indoors. Similar to lock down, but instead of keeping individuals out of the school; they would be invited into the school. External threats such as airborne contaminant or wild fire.	Verbal Command
All Clear	Signals that the crisis/emergency has ended	Verbal Command

ALERT CARDS

The purpose of the Alert Cards is to signal to police and/or fire officials, responding to the building, that you need immediate medical assistance in your classroom or office. The alert cards allow first responders to triage the building, in the event of a severe emergency (lock-down – no response).

Alert Cards for the Interior

Place alert cards, in the door window, of every classroom, office, or space where individuals work. Alert cards are 3" x 3" cards, with red on one side and green on the other side. (size is approximate). If you don't have a window on the door, please place in the closest window. Velcro is recommended for affixing the alert cards to the window.



Front



Back

Procedures for Alert Cards

Alert cards are to have the red side facing out (into the interior of the building) at all times. During an emergency, if you don't need immediate medical assistance, flip the card to the green side.

Alert Cards for the Exterior

Place alert cards, in a window that faces the exterior of the school building. Use an 8 1/2 x 11 piece of paper for the exterior window. Include your classroom number on these cards. The same procedures apply to the exterior cards.



Hamilton Unified School District

Emergency Maps

Maps of the interior of all buildings, exterior of school grounds, and aerial photos are essential to develop an emergency evacuation plan. In addition to copies of unaltered maps of the facilities, maps indicating the entrances and exits (including perimeter fencing), fire extinguishers, fire alarm pull boxes, telephones, telephone network hubs, tool storage, camera locations, fire suppression system in kitchen, evacuation routes (primary and secondary), utility shut offs, access roads, Command Post locations, and emergency supply storage locations shall be developed and kept with the emergency vital records to be deployed with the Incident Commander in the event of an emergency.

In addition to maps covering the entire facility, evacuation maps shall be placed in each classroom. These maps will include the primary and secondary evacuation routes, and interior safe area, and placed near the door at eye level of the students.

School Floor Plan

Plans will be placed in each site office.

Evacuation Sites and Routes.

This floor plan should include the following:

- Entrances (including perimeter fencing). Be sure to number all entrances and gates.
- Master evacuation routes
- Command Posts
- Fire extinguishers
- Fire alarm pull boxes
- Shut-off valves (electric, natural gas, water, etc.)
- Telephones (if every room has a telephone – include telephone extensions in the plan)
- Telephone and Network hubs
- Tool storage
- Camera locations
- Fire suppression system in kitchen
- Dead communication areas
- First Aid and Emergency Supplies

Identify the Emergency Operations at your evacuation site. This map should include the following:

- Command Post
- First Aid Station
- Triage
- Casualty Collection Point/Morgue
- Emergency supplies
- Student release point
- Assembly area

Hamilton Unified School District

Insert the location and contact information for each of the following areas:

Command Post or Emergency Control Area	Location/Contact Information
Primary Command Post	Main Office
	Parking Lot
Primary Evacuation Site	Field
Secondary Evacuation Site	TBA
Off-Site Command Post	TBA
Media Staging Area (outside school)	Gym or multipurpose room
Parent Staging Area (outside school)	TBA
Parent Staging Area (inside school)	TBA
Interior Safe Area	TBA
Other:	

Command Post

The secondary Command Post must meet the following criteria:

- Access to the secondary Command Post without passing the primary Command Post
- Ability to house 8-10 adults
- Communication system (telephone, fax line, etc.). Ideally the room will have access to the P.A. system.
- An Emergency Response Kit should be kept in both Command Posts, as well as emergency contact information for both students and staff.

Primary Evacuation Site

Evacuation site located on school property – ball fields and playgrounds are excellent examples. Choose an area that is farthest away from the building and can house your school's population. Avoid sites that pass through or are in parking lots (emergency vehicles will need access to these areas). The evacuation route for each classroom must be posted in the classroom.

Secondary Evacuation Site

A secondary evacuation site must be identified in the event the evacuation must take students and staff further away from the building than the primary evacuation site or in the event of inclement weather during an evacuation. Consider another school, public building or church. Arrangements must be made with the administrators of that building as part of the planning process. A safe passage route must be mapped out and included in this plan.

Off-Site Command Post

Indicate the area where the Command Post will be set up during an emergency that requires an evacuation. Notate the Command Post in evacuation sites.

Media and Parent Staging Area

Outside of School

Identify an area where parents and media can congregate during an emergency. Portable classrooms and other buildings that are not connected to the affected area are excellent examples.

- Inside of School
- Identify an area within the school where parents and media can congregate during an emergency. This area must be away from the affected area within the school. Parents and Media will only be allowed into the building with police approval.

Hamilton Unified School District

Note: Staging areas for parents and media should be separate. Ensure the parent/media coordinator remains in this location.

Interior Safe Location

Each classroom should have a designated safe location inside the school in the event that the classroom must be evacuated to a safer area. This location would be used in the event of an exterior hazard in the school area.

Evacuation Procedures

Hamilton Unified School District

EVACUATIONS

Evacuations will be conducted as follows:

General evacuation

A general evacuation is executed upon hearing the fire alarm or with a verbal command. Standardized evacuation procedures are followed.

Fire: Evacuate at least 50 feet from the building.

Bomb Threat: Evacuate at least 300 feet from the building.

Multi-hazards: Evacuate at least 300 feet from the building.

Controlled evacuation

The IC or police/fire authorities will execute a controlled evacuation. A controlled evacuation is typically conducted classroom by classroom and staff and students are directed to evacuate away from the threat. Areas/classrooms closest to the threat are evacuated first.

General procedures

Remain calm.

Ensure that an evacuation map is posted in every room. This map should include the evacuation route and site, as well as all fire extinguishers and pull stations. This map should be posted on or near the evacuation door and should be at the student's eye level.

Evacuation procedures for IC

Responsible for organizing the School Emergency Response Team during an evacuation.

Coordinates and manages the overall evacuation of personnel from the building.

Members of the School Emergency Response Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.

Relays evacuation information to first responders.

Evacuation procedures for Teachers:

Evacuate the area immediately. Take your Emergency Backpack and ID card. All staff and students are to report to the evacuation site and display the appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the backpack. The office staff must take the emergency cards, radios, and keys. All staff and students must be accounted for.

Teachers should check their buddy classroom to ensure everyone has evacuated and assist or evacuate the class yourself if necessary.

Evacuation responsibilities and procedures for Teachers

- The teacher will review with all student the fire, earthquake, lock-down – Team Response, Lock Down
- No Team Response drill procedures during the first week of attendance at the school.
- The teacher will review with all students the procedures and exit routes at least once each month.
- Immediately following an emergency drill, the teacher will help students to evaluate their conduct during a drill.
- The teacher will give the Drop, Cover, and Hold command during an earthquake, a surprise attack or when deemed necessary.
- The teacher is responsible to see that all students are safely evacuated
- The student files, the classroom waters, and sanitation materials (i.e.: bucket, kitty litter, toilet paper) will remain in the classroom. If such items are needed the Search Team or IC designee will retrieve the items. Accordingly, these items should be maintained in a visible area to assist with their collection during an emergency.
- If there is a blocked exit, the teacher will know the alternate route and guide or instruct the students to proceed with a secondary evacuation route.
- The teacher will supervise his/her students and will remain with the students. Those teachers who are members of the SERT and their presence is required elsewhere, will turn over his/her students to a teacher on the Student Supervision Team for supervision before reporting to duty at their SERT location.

Procedures for moving to the evacuation area:

- Students are to line up silently and in single file. No talking, running or pushing is allowed.
- The teacher will take the emergency pack.
- The teacher will take the current grade book and any additional vital information.
- The teacher will take the room keys.
- The teacher will turn off the lights.
- The teacher will leave the door opened and unlocked, or in the case of a fire or other appropriate emergency, will close the door.

The teacher will check the evacuation route to make sure it is safe. The teacher will direct the students to move to the evacuation site in accordance with the route or other safe route as determined by the teacher. **DO NOT WALK UNDER COVERED WALKWAYS UNLESS IT IS NECESSARY.**

- The teacher will be the last to leave the room, making sure all students have exited.
- The teacher will check to make sure that other teachers and staff are not injured before evacuating the building in accordance with the Buddy System Check Assignments.

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- If there is an injured, immovable student, the teacher will leave the immovable student, lead the remaining students to the evacuation area and immediately notify the Command Post of the location and condition of the immovable student in the classroom.
- If there is an injured, immovable teacher, the students will evacuate with a Buddy Teacher. The Buddy Teacher will immediately notify the Command Post of the location and condition of the immovable teacher.

Upon arrival at the evacuation site:

- All specials (library, art, pe, etc.) teachers will return students to their homeroom teacher.
- The teacher will direct students to form a line and sit on the grass.
- The students are to remain silent and attentive.
- The teacher will take roll call of the students, using the Emergency Attendance Form, to ensure every member of the class is present or accounted for.
- The teacher will report the results of the Emergency Attendance Form by posting either the Green (all accounted for) or Red (missing students or need assistance) card. Members of the Search Team will collect the Emergency Attendance Forms.
- The teacher will render first aid if necessary or if the school nurse or First Aid Team is not available.
- Students on the playground should proceed to their previously designated area and assume regular emergency procedure discipline.
- During a fire drill, the teacher will remain with the class.
- The teacher will assist others as directed by the IC.
- An All Clear signal will be given to return to your classrooms.
- At the conclusion of the emergency, the teacher will walk the students back to the classroom in an orderly and silent manner.

Evacuation of Disabled Students

General Procedures

An individual plan should be formulated for each disabled student or staff member in your school who requires assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs. This plan should be reviewed with all staff directly involved with the student, including (but not limited to) the school nurse, classroom and special education teachers, and all adults assigned to aid disabled students in an emergency requiring evacuation.

Options include:

1. Overriding discontinuance of elevator (physical disability).
2. Carrying student (physical disability).
3. Adult and student waiting for fire department in prearranged area (physical disability)
4. Staff person assigned to specific student(s) to assist student during an evacuation.

When developing your individual plans for disabled students, consultation with the fire department is strongly advised.

Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan

Identify any student or staff member who may need evacuation assistance (e.g., individuals who are in wheel chairs or unable to use stairs). Develop a specific plan for their evacuation. It is recommended that each student's classroom teacher be designated to assist the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated.

The Site Administrator must:

- Identify students or staff needing evacuation assistance
- Develop an evacuation plan for each student or staff member
- Post a list of these individuals and their evacuation plan on the Fire Panel
- Put list of disabled individuals in the secretary's copy of the student emergency contact information roster. See sample form.
- Inform the classroom teacher of each student or staff member of the evacuation plan
- Inform students and parents of the evacuation plan

Evacuation of Wheelchair-Confined Individuals

To accomplish a safe evacuation from the second floor of a building, the following procedures should be followed:

- Designated staff members should be assigned to assist wheelchair users down the stairs. The number of staff members required would depend upon the number of people needing assistance. Three staff members per wheelchair would be the minimum number needed (two staff members to transport the person and one to bring the wheelchair or to assist in other ways).
- A designated area by the stairs (out of the evacuation path) should be assigned where wheelchair users can gather. This will aid in their accountability and speed up their evacuation. Because a hazard is created when evacuating wheelchair-confined students down stairs, unless necessary, they should not be transported.
- If it is determined an actual fire hazard exists and evacuation must be made using stairs, the wheelchair-confined should be the last to be transported down the stairs. Because their movement will be slow, their evacuation may hinder the evacuation of others if on the stairs at the same time. In addition, the rushing of others may knock down physically challenged individuals and their transporters.

If wheelchair-confined individuals must be transported down stairs, the evacuation should be accomplished by staff properly training in the following methods:

- Chair carry
- Fore-and-aft carry
- Two-handed and fourhanded seats.
- Evacuation chair. This chair is designed to ride on the ends of stair treads so one person can easily guide it down the stairs. The evacuation chair is lightweight, folds flat, and can be unobtrusively stored.

Emergency Response Supplies

Emergency Response Supplies1. Emergency Response Kit

This kit should be kept in the Primary and Secondary Command Posts, in a location that is known to the members of the School Emergency Response Team. Contents of the kit should be kept in a heavy-duty backpack, or other container that holds all of the contents.

The Emergency Response Kits Should Contain:

Quantity	Contents	Quantity	Contents
1	Copy of the School Emergency Operations Plan	1	Instant Ice Pack
1	Updated class lists and emergency contact information	1	CPR Mouth barrier (kit)
12	Antiseptic Towelettes	2	Tongue Depressors (individually wrapped)
1 pair	Leather Pal Gloves	2	Sanitary Pads
2 pair	Latex Gloves	2	5x9 ABD Pad
1	1 ½" Masking Tape	2	2-inch sterile roller bandages
1	Flashlight Hamilton Unified School District/ Batteries	2	3-inch sterile roller bandages
1	Rope (100')		Assorted sizes of safety pins
1	Safety Goggles	2	Antiseptic A&E cream
1	Dust Mask	1	Tweezers
1	First Aid Guide	1	Whistle
1	EMT Scissors 7 ½"	6	Safety vest
2	4x4 Gauze Dressing 2/s	2	Infectious waste bags & ties or large zip lock baggies
1	Light stick (12 hr)	1	FM Radio Hamilton Unified School District/ Batteries
1	2" Duct tape	1 roll	Caution tape
1	½ x 10 yard Adhesive Tape	1	Pliers
1	Gauze forceps, Plastic	1 packet	Stick on name tags
10	Band Aids	1	Blank notebook
1	Emergency Blanket (Mylar)	1	Disposable camera with flash
2	Triangular Bandages	1	Bull horn
5	Cotton Q Tips	1	

These are the minimum recommendations for Elementary:

Middle Schools may double the minimum

High Schools may triple the minimum

Hamilton Unified School District

2. Emergency Items for Classrooms

a) Emergency Envelopes should contain:

Quantity	Contents	Quantity	Contents
40	Medical emergency release forms	40	Emergency student release forms
1 pack	Labels that can be used as name tags	1	School Emergency Operations Plan
2	Pens	2	Pencils
1	Pad of paper	1	Clipboard
1	Laminated Cards: Red Card = Students missing and/or need assistance Green Card = All students present		
1	Class roster with emergency contact numbers. Update Monthly.		

These are the minimum recommendations for Elementary:

Middle Schools may double the minimum

High Schools may triple the minimum

Hamilton Unified School District

2. Emergency Items for Classrooms (continued)

b) Emergency Back Packs for classrooms should contain:

Quantity	Contents	Quantity	Contents
1	Heavy Duty Backpack	1	EMT Scissors 7 ½"
1 pair	Leather Pal Gloves	2	4x4 Gauze Dressing 2/s
2 pair	Latex Gloves	1	2" Duct tape
1	1 ½" Masking Tape	1	Light stick (12 hr)
1	Flashlights Hamilton Unified School District/ Batteries (D)	1	Rope (100')
1	Safety Goggles	1	Dust Mask
1	Set of crayons	1	½ x 5 yard Adhesive tape
1	Gauze forceps, plastic	10	Band Aids
1	Emergency Blanket (Mylar)	2	Triangular Bandages
5	Cotton Q Tips	12	Antiseptic Towelettes
1	First Aid Guide	1	Instant ice pack
1	CPR Mouth barrier (kit)	2	Tongue depressors (individually wrapped)
2	Sanitary pads	2	5x9 ABD Pad
2	2" sterile roller bandages	2	3" sterile roller bandages
	Assorted sizes of safety pins	2	Antiseptic A&E cream
1	Tweezers	1	Whistle
1	Safety Vest	2	Infectious waste bags & ties or large zip lock baggies

These are the minimum recommendations for supplies

c) Classroom Buckets should contain:

Quantity	Contents	Quantity	Contents
2	Bucket	1 pkg	Kitty Litter
10 roll	Toilet Paper	2	Trash Bags
3 cases	Water	4 doz	Granola bars

According to the FEMA recommendations this are the minimum recommendations and each Elementary, Middle and High School needs to keep this in mind:

- One gallon of water per person per day, for drinking and sanitation.
- Children, nursing mothers and sick people may need more water.
- A medical emergency might require additional water.
- If you live in a warm weather climate more water may be necessary. In very hot temperatures, water needs can double.
- Keep at least a three-day supply of water per person.

Hamilton Unified School District

3. Emergency Supplies for barrels or containers

Item	Quantity	Description/Usage
Air Horn	1	Signaling “all clear”, getting attention, may give to S&R
Ax	1	
Band-Aids	25	Bandaging smaller wounds, placebo
Barrel Container with wheels	1	
Barrier Tape	1 roll	
Blankets (emergency)	3	Warmth, privacy
Blankets (solar)	5	
Bolt cutter	1	
Bottled Iodine	1	Cleansing wounds, antiseptic
Bucket (vinyl)	1	
Can Opener (two-way)	1	
Candles	10	
Chisel	1	
Clamps	12	Holding
Clorox Bottle	1	Sterilization in water
Crow Bar	2	S&R equipment, open doors and/or windows, remove debris from area around injured person
Drinking Cups	1 box	Dispersing liquids, covering injured eye
Drinking Straws	1 box	
Dust Mask	12	
Duct Tape	1 roll	
Eye Wash	1 bottle	
Face Mask	12	Sterilization
First Aid Book	1	Reference source
Flashlight	4	
Flashlight Bulb	4	Replacement
Gauze Packs	1	Bandaging wounds, attaching splints, holding in place
Gloves	12	
Grease Marker	4	
Item	Quantity	Description/Usage
Hacksaw	1	

These are the minimum recommendations for Elementary:
Middle Schools should double the minimum
High Schools should triple the minimum

Hamilton Unified School District

3. Emergency Supplies for barrels or containers (continued)

Item	Quantity	Description/Usage
Halogen Lantern	1	S&R, general night lighting/back up
Hammer	1	
Hard Hat	4	Protection for S&R team members
Hydraulic Jack (6-ton)	1	
Light stick	8	12-hour
Matches (weather proof)	1 box	Sterilize, light candles
Paintbrush	1	Removing glass fragments from skin surface
Plastic Trash Bags	1 box	Place in toilet bowls, then remove and bury; general trash containment; “coats” for smaller children, place on ground as tarp
Plier Set	1	
Rope	2	Closing off pedestrian entrances to campus, cordon off specific areas, S&R, bracing
Safety Goggles	4	Eye Protection
Safety Pins	1 box	Use with splints
Safety Vest	4	
Sanitary Napkins	1 box	Bandaging wounds, compresses for direct pressure of smaller wounds, hygiene
Saw (30”)	1	
Scissors	2	Cutting tape and gauze, cutting clothes away from injured areas
Screwdriver Set	1	
Sewing Kit	1	Mending, Triage
Shovel	1	S&R equipment, digging latrines, burying garbage and sanitary refuge area
Sling Cloth	2	Holding in place
Splints	6	Splinting broken bones
Table Cloth	2	Privacy, concealment
Tarp	1	
Toilet Paper	1 case	Hygiene

These are the minimum recommendations for Elementary:

Middle Schools may double the minimum

High Schools may triple the minimum

Hamilton Unified School District

3. Emergency Supplies for barrels or containers (continued)

Item	Quantity	Description/Usage
Toilet Seat	2	Latrine
Tongue Depressors	1 box (individually wrapped)	Finger splints, tourniquet stick
Tool bag	1	
Tool set	1	
Trash Can	1	Transportation of items
Tweezer	1	Removing glass, metal or wood splinters from skin
Utility Knife	1	
Water	3 day supply	
Whistle	4	
Wrench (pip)	1	
Wrench (adjustable)	1	

These are the minimum recommendations for Elementary:

Middle Schools should may the minimum

High Schools may triple the minimum

Hamilton Unified School District

4. First Aid Team Supplies

Emergency First Aid Supplies

Quantity	Contents	Quantity	Contents
100	Adhesive Bandage 3/4x3"	4	Telfa pads 3x42
20	Adhesive Bandage sensitive 3/4x3s	20	Alcohol pads
5	Knuckle bandage	75	Antiseptic Towels
5	Band Aids large 2x3	3	4" Gauze roll
6	4x4 Gauze Pads 2/s	3	3" Elastic roll
10	2x2 Gauze Pads 2/s	3	Surgical tape
4	2" Gauze roll	8	First Aid Ointment 1/32
3	3" Gauze roll	4	5x9 Combine pad
3	Toothette	100 pair	Latex Gloves
6	Pk Face Tissue	5	Ammonia inhalant
1	Plastic Forceps	6	Safety pins
1	Plastic Splinter Tweezers	4	Infectious waste bag
1	EMT scissors	6	Eye pads
6	Eye wash	2	18" Arm splints
4	Cotton tip applicators 6"	5	Protector, Gauze pad & roll
6	Cotton tip applicators 3"	10	Tongue Depressor
3	Ice Pack	3	CPR mask kit
4	13" Arm splints	5	Emergency blankets
1	Carton cutter	1	Flashlight Hamilton Unified School District/Batteries (D)
7	Antiseptic A&E Cream	1	Safety Vest
1	First Aid instructions	1	Dust Mask
2	Triangular Bandage	1	Isolation kit
4	Sanitary pads	1	Case
1	Wheelchair	1	Stretcher
1	Portable ice chest	1	Hand sanitizer
1 bar	Soap	1	Red Bag (body fluids)
100	Student Release Forms	100	Employee Injury/Illness Forms
100	Medical Release Forms	100	Triage Tags
1	Confidential list of student health problems, with extra copies for use as needed by First Aid Team.		
1	Student medications and documentation log		

These are the minimum recommendations for Elementary.

Food and Water Management

Meals will be prepared in a disaster situation from the food service inventory for food on premises: items such as cheese, peanut butter, canned fruits and vegetables, and any frozen products, if cooking is possible.

It is suggested that two gallons of distilled water be placed in each classroom along with paper cups. This would allow two cups of water per student in a 12-hour period. Four gallons more per classroom should be centrally stored for two more days drinking and cooking necessity.

Suggested Items:

- Water purifier (1 case) tablets
- Charcoal – 200 pounds
- Matches – 1 small case
- Paper plates – approximately 3000 per day for estimated 1000 students
- Napkins – approximately 3000 per day for estimated 1000 students
- Crackers – 12 cases (500 each)

Water Management

1. Provide an adequate supply of drinking water;
2. Control and, if necessary, limit use of water for other purposes;
3. Maintain purity of available water; and
4. Locate alternate water source.

Water for drinking is your first priority.

Because of the danger of dehydration, priority must be given to using available water for drinking purposes. If the water supply is limited, it should not be used for personal hygiene, sanitation, or firefighting.

So far as undrinkable water is concerned, priority should be given to using it for fire-fighting, sanitation (e.g., flushing toilets), washing, bathing, and heating food containers, in that order.

Human water requirements

Each person or animal needs about 1 gallon of water per day to maintain body functions. Pregnant women, persons doing physical work, diabetics, the very young or very old, and ill persons all require more water and should be encouraged to drink it.

Dehydration is easy and quick in the young and old.

Physical damage to the body becomes irreversible after a certain amount of time without water; increasing water intake after this will not help people recover. Symptoms of water deprivation range from the mild – impatience, emotional instability, fatigue, and apathy through headache, labored breathing and increasing weakness – to the extreme symptoms of mental confusion and hallucination. Death can follow.

Inadequate ventilation will raise water requirements.

Water requirements are another reason to be concerned with air temperature in your facility. The warmer the temperature, the more people must perspire (and thus lose water) to reduce body heat. If your facility's temperature rises to about 82 degrees F., the water needed by each person increases above normal body requirements.

Diet and exercise affect water requirements.

Salty or other thirst-provoking foods raise water requirements. Foods high in protein and fat greatly increase the amount of drinking water required to eliminate waste from the body. Vigorous physical exercise increases water requirements.

Controlling Water Use

The IC will have to determine which outlets to cut off or place under guard (in cooperation with SERT members) so as to prevent or limit non-priority water use. It may be necessary to have team members monitor use of water that is not safe for drinking so that such use is properly restricted.

How to Purify Contaminated Water.

The three most probable impurities of water, which are not from the regular supply system, are: bacteria, foreign bodies, and toxics, such as antirust chemicals.

To purify against bacteria.

Use water purification tablets, several drops of chlorine household bleach, or tincture of iodine added to each quart of water; or boil water for at least one minute.

To purify against foreign bodies.

Filter water through filter paper, gauze, Fiberglass, or finely woven fabric; or allow water to stand until sediment settles and then pour off "clean" water.

How to improve the taste of stored water.

Drinkable water that has been stored in a closed system or closed container for any length of time may taste bad and appear undrinkable to many people. Exposing it to fresh air will improve its taste; carefully pour it from one container into another several times.

Food and Meal Management

The following are the four traditional food groups:

- 1). Milk Group: evaporated, condensed, or dried milk. Processed cheese products if consumed immediately or refrigerated.
- 2). Meat Group: canned meats, poultry, fish and meat alternatives; canned meat with vegetables, rice, noodles, macaroni, or beans; condensed soups containing meat, poultry, fish, or legumes.
- 3). Fruit and Vegetable Group: canned fruits, vegetables, juices, and dried fruits.
- 4). Cereal and Bread Group: ready-to-eat packaged cereals, crackers, cookies, canned breads and macaroni, spaghetti, noodles, and rice.

Food service personnel should be able to provide information regarding menu planning, food preparation, and serving procedures. In addition, information from the Red Cross, civil defense, scouting organizations, and experienced military food service personnel is available pertaining to food service operational activities in an emergency situation.

Schedule meals on a regular basis.

Serve meals on a regular basis, even if your food supply is limited. If your building has a feeding capacity, serve food five or six times throughout the day, either:

1. In the form of three larger servings at hours corresponding to normal mealtimes, with two or three smaller amounts between meals as refreshing, relaxing “coffee breaks” or
2. Five or six equal servings.

Serving smaller portions of food more often breaks the monotonous routine, raises morale by providing relaxing “coffee breaks” throughout the day, and reduces feelings of hunger if food supplies become limited. In larger facilities, you may need to feed the population in shifts.

What to serve.

If food is available, or if arrangements can be made for delivery, try to serve a beverage and simple snack to your incoming disaster service group as soon as the building is filled and order has been established (the beverage can be coffee, cocoa, milk, or soft drinks; the simple snack can be cookies, crackers, light sandwiches, hard candies, or other easy-to-serve items). If the food service personnel are not set up to serve hot meals in an extended feeding operation, use packaged, canned, and fresh foods that can be served without cooking, such as canned stews, hash, meats, beans, soups, vegetables, fruits, cereals, cheese, bread, crackers, other cold foods, and sandwiches.

**Emergency Contact Information
and
Communications**

Hamilton Unified School District

Communication Tools

Public Address System?

☐ Yes

☐ No

If yes, list any 'dead' communication areas:

List procedures for contacting all 'dead' communication areas:

Radios

Frequency: _____

Quantity: _____

Distribution:

Automatic Phone Tree?

☐ Yes

☐ No

If not, attach the manual phone tree for contacting parents and guardians.

Other communication Tools:

Cell Phones

☐ Yes

☐ No

Nextel two-way calling

☐ Yes

☐ No

Bull horn

☐ Yes

☐ No

Other: _____

☐ Yes

☐ No

Other: _____

☐ Yes

☐ No

Other: _____

☐ **Yes**

☐ **No**

Hamilton Unified School District
Emergency Telephone Numbers

EMERGENCIES – 911

(If possible, call from a stationary phone. Calls from a cellular phone will go directly to the Highway Patrol first and may take longer for a response)

Sheriff's Departments

Glenn County Sheriff's Department 530-934-6431

When calling in a major emergency to the police department, state the following:

- Dispatcher will ask: "Do you have an emergency?" (when phone is answered). Tell the dispatcher "Yes".
- I am calling from (Name of School/Site) Note: Address and phone number will come up on the computer screen if it is a 911 call. Just give the name of the school.
- My name is: (state your name)
- I am: (state your position)
- I am reporting: (Describe the emergency – be specific): Be prepared to give the following:
 - What's happening?
- Suspect, locations, Room # and brief description of where it is, i.e.: north, south, east, west portion of the campus or building)
- Suspect descriptions: i.e., hair, clothing, ethnicity, height, weight
- Weapons and type
- Injuries

If you are not at risk, then stay on the line until police have arrived at your location.

If there are any questions, the Dispatcher will ask as needed. Be prepared to provide updated information on the status of the event and/or injuries.

Hamilton Unified School District

NON-EMERGENCIES – 311*

Department of Mental Health (Access Help Line).....530-865-6483, 530-934-6582, 1-800-507-3530
Department of Public Works (Water Emergencies).....530-934-6530
American Red Cross.....530-673-1460
Electrical Company
 (customer service).....1-800-743-5000
 (Power outages).....1-800-743-5000
 (Life-threatening emergencies).....911 then 1-800-743-5000
Poison Control Center.....1-800-222-1222
Gas Company
 (customer service).....1-800-743-5000
 (Natural Gas Emergency Number).....1-800-743-5000
Glenn County Health Department.....530-934-6588, 1-800-655-5418
West Nile Virus Call Center (DOH).....1-877-968-2473
Glenn County Animal Shelter and Animal Issues (24-hours).....530-934-6507
Fire Department 911 or 530-826-3355
Department of Children’s Services.....1-866-901-3212
Child Abuse Hotline.....530-934-1429 or 1-800-422-4453

Hospital(s) 530-332-7300, Enloe Medical Center, 1531 Esplanade, Chico CA 95926

RADIO STATIONS

Emergency Broadcasts can be received via the Emergency Alert System (ES).

List primary radio stations (FM/AM):

Kalf FM Radio 95. 7.

KRQR-FM 106.7 Zrock.

Kqpt FM 107. 5

Kzap FM 96. 7

KZFR FM 90. 1

Kfmf FM 93. 9

1290 AM

Other Frequencies

NOAA Weather – 24 hours (162.550)

National Emergency Channel

General Mobile Radio Service (emergency) (95.179)

Other Important Numbers

*311 is a toll-free phone number to request police services in non-emergency situations. These are situation that are not serious, not life threatening, or not currently in progress.

Hamilton Unified School District
CRISIS COMMUNICATION GUIDELINES

Communication at the School Site

A crisis that takes place at a school impacts the entire community and is likely to draw media attention. Ineffective handling of a crisis can endanger the welfare of all involved and negatively impact the school's public image with parents, teachers, school boards, and communities. Each School Emergency Response Team must be prepared to deal with the media on site and create press statements for release to the public.

Who Should Communicate?

A member of the School Emergency Response Team will be appointed as the Public Information Officer (PIO). This person will assist the IC in the preparation of a news statement for release to the public. On site the PIO will meet with the press and arrange for their needs. If possible, there should be a pre-designated area where the media can work and/or hold news conferences. The PIO will also be responsible for recording duties, noting when notification of the School Emergency Response Team took place and what other parties were notified. They will maintain a log of the sequence of events as they unfold. The PIO will ensure that the person who is answering the phones at the school has a prepared statement to read as well as a prepared notice for staff and parents.

See roles and responsibilities for Public Information Officer (Section 4).

What Should Be Communicated?

Once verification of the crisis has taken place, a formal statement including minimal details, can be prepared for release to the entire school, indicating that more information will be forthcoming. The PIO, IC and the entire School Emergency Response Team should review this statement before it is released. Avoid using inflammatory words and phrases. A copy of this statement must be provided to staff members handling phone inquiries.

General Guidelines for Dealing with the Media

1. Convey the message that immediate and appropriate actions are being taken to investigate and address the situation.
2. Information should be as up to date and complete as possible, focusing on the school's response to the situation and any changes in the school schedule for the following day.
3. The primary concern is for the safety and welfare of the students and staff.
4. The police or local authorities should address questions about the specifics of any crime.
5. Do not release the names of any students.
6. Do not be defensive or argumentative.
7. Do not confirm or deny statements from the media.
8. Do not give more information than is necessary.
9. Do not delay in responding to the media.

When Should Communication Happen?

Communication with outside sources should occur once verification of the crisis has taken place and the School Emergency Management Team has been assembled and briefed.

Communications Equipment & Protocol for the school

1. In the event of a crisis, all communications gear must be gathered and then redistributed to teams and/or personnel who will need to use it during an emergency.
2. Phone or radio communication, especially during the initial hours of a disaster, must be kept to essential message traffic only. During a wide-area emergency expect the landlines to be inoperable or overloaded. Cellular phone sites will probably be down or overloaded. It is probable that our own radios will be subject to heavy message traffic, jamming, and inaccurate or false messages.
3. Allowable message traffic will be at the discretion of the IC. Message traffic type and priority shall be as follows:

Type 1: Emergency medical or life or death situations

Type 2: Request for emergency services (not a life threatening situation)

Type 3: General medical or transportation needs.

Type 4: General message traffic

Communication mode priorities:

- Land lines
- Cellular Phones
- Amateur radio (if available)

While using any communication device, following these guidelines will make emergency communication more effective.

- Do not use any mode of communication unnecessarily
- Keep messages short and to the point
- Speak slowly and clearly. Keep your voice even – never yell.
- Remain calm
- Do not use ‘CB’ type jargon
- Before using a radio during a time of heavy traffic, say “is this frequency in use?” before transmitting a full message. If the frequency is in use, you will be told to “stand by”. If the frequency is not being used, you will be told, “go ahead with your traffic”.
- Never transmit with a radio that has a broken or damaged antenna, you will destroy the radio.

When using any communications device, your speech can often become difficult to understand. Instead of continuously repeating something, the proper procedures are to spell is phonetically. Vital information should always be repeated phonetically.

Emergency Alert System (EAS)

Equipment at several area radio stations as part of its management of the Emergency Alert System, the partnership with local media in which emergency messages are broadcast over local media outlets.

Communications with Parents

1. The Principal or Designee will make available to parents and discuss with the Site Council.
2. If students are removed to an evacuation site or to the hospital notify the parents as soon as possible via the Student Release Team.
3. If students are removed from the school site, signs will be posted outside the school by the School Emergency Response Team giving a phone number to call for information.
4. The IC will direct the communications between the Student Release Team and First Aid Team when it is appropriate to begin parent notification of the evacuation of students.

Incident Response Procedures

Please Note: The five ICS functions are required at all NIMS/SEMS levels. They are: command, planning/intelligence, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand. The five components should constitute the school's basic structure for any emergency response. Please see Section 2 for additional information regarding using the NIMS/SEMS/ICS model. The following information outlines procedures in responding to specific emergencies; the NIMS/SEMS/ICS protocols must be activated when responding to any emergency.

Airborne Contaminants

Background

The U.S. EPA's National Homeland Security Research Center (NHSRC) has conducted a comprehensive study that confirms the potential effectiveness of the U.S. Department of Homeland Security guidelines for safe havens to protect against a hazardous airborne release in the event of a terrorist attack or accident.

They include:

- Locking doors, closing windows, and shutting air vents
- Turning off fans, air conditioning, and forced air heating systems
- Going into an interior room with the fewest windows
- Sealing all windows, doors, and air vents with plastic sheeting and duct tape

Sheltering in place can be 500 times safer than staying outside under the following conditions:

- You enter the shelter before the arrival of the contaminant,
- You exit the shelter as soon as the contaminant passes over,
- The contaminant passes over quickly.

It is recommended to allow at least 10 square feet of floor space for each occupant in the sealed room. Occupants should maintain a low level of activity so breathing rates remain low. If the room is very well sealed following the DHS guidance, you can safely stay inside for approximately three hours. Persons with existing respiratory problems may have a shorter time.

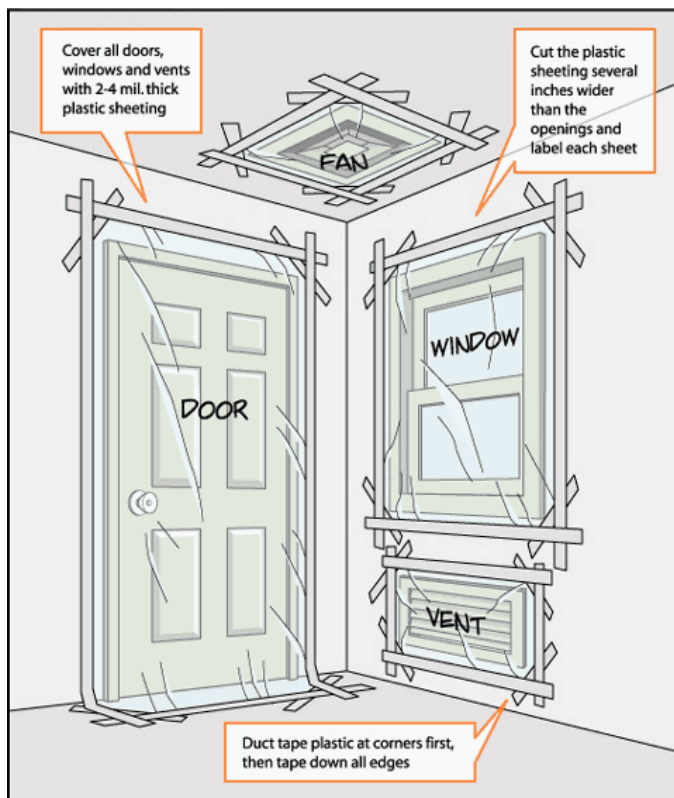
Weather conditions or geography may affect how an airborne contaminant moves, and this may affect your decisions (1) whether to shelter in place or evacuate, (2) when to enter the shelter, and (3) when to exit the shelter.

General Procedures

1. Notify Main Office/Administration
2. Turn off all fans, close the windows and doors, shut down the building's air handling system.

IC Responsibilities

1. Immediately direct staff to remove students to shelter in place. Utilize classrooms, offices, and other rooms within the school with the fewest number of windows (if possible).
2. Instruct staff to lock all doors, close windows and air vents.
3. Direct School Emergency Response Team members (search & rescue, police/fire/medical coordinator) to turn off fans, air conditioning, and forced heating systems.
4. Take emergency supplies kits unless you have reason to believe it has been contaminated.
5. Instruct all staff members to seal all windows, doors, and air vents with plastic sheeting and duct tape. Consider measuring and cutting the sheeting in advance to save time.
6. Be prepared to improvise and use what you have on hand to seal gaps so that you create a barrier between yourself and any contamination.
7. Local authorities may not immediately be able to provide information on what is happening and what you should do. However, you should watch TV, listen to the radio or check the Internet often for official news and instructions as they become available.
8. Call 911.



Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

General Procedures

1. Notify office and administration.
2. Keep students away from the animal (return to classroom, secure all entrances to classroom, etc.)

IC Responsibilities

1. Call 911 and/or Animal Control
2. Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal.

Rabies

Rabies is a serious disease that is caused by a virus. Each year, it kills more than 50,000 people and millions of animals around the world. Rabies is a big problem in Asia, Africa, and Central and South America. In the United States, rabies has been reported in every state except Hawaii. Any mammal can get rabies. Raccoons, skunks, foxes, bats, dogs, and cats can get rabies. Cattle and humans can also get rabies. Rabies is caused by a virus. An animal gets rabies from saliva, usually from a bite of an animal that has the disease. You cannot get rabies from blood.

Rabies in Animals

Animals with rabies may act differently than healthy animals. Wild animals move slowly or act tame. Also, some wild animals, like foxes, raccoons, and skunks, that normally avoid porcupines, may receive a face full of quills if they become rabid and try to bite these prickly rodents. A pet that is usually friendly may snap at you and try to bite.

There are two common types of rabies. The first type is called “furious” rabies. Animals with this type are hostile, may bite at objects, and have an increase in saliva. In the movies and books, rabid animals foam at the mouth. In real life, rabid animals look like they have foam in their mouth because they have more saliva.

The second and more common form is known as paralytic or “dumb” rabies. An animal with “dumb” rabies is timid and shy. It often rejects food and has paralysis of the lower jaw and muscles.

Signs of rabies include:

- Changes in an animal’s behavior
- General sickness
- Problems swallowing
- An increase in drool or saliva
- Wild animals that appear abnormally tame or sick
- Animals that may bite at everything if excited
- Difficulty in moving or paralysis

Death

Animals in the early stage of rabies may not have any signs, although they can still infect you if they bite you. The incubation period is the time from the animal bite to when signs appear. In rabies, it is usually 1-3 months. But it can last as long as several years. Once the virus reaches the brain or spinal cord signs of the disease appear.

Rabies in Humans

In humans, signs and symptoms usually occur 30-90 days after the bite. Once people develop symptoms, they almost always die. This is why it is very important for children to tell an adult and go to the doctor right away if they have been bitten by an animal that might be rabid.

Early symptoms of rabies include fever, headache, sore throat, and feeling tired. As the virus gets to the brain, the person may act nervous, confused, and upset.

Other symptoms of rabies in humans include:

- Pain or tingling at the site of the bite
- Hallucinations
- Hydrophobia (“fear of water” due to spasms in the throat)
- Paralysis

As the disease advances, the person enters into a coma and dies.

Armed Intruder/Hostage Situation/Shots Fired

General Procedures

- Assess the situation and remain calm.
- Move away from the threat.
- Notify the Incident Commander (IC) of the situation
- Call 911
- Provide:
- School Site name and location
- Suspect description, direction of travel
- Number of shots fired
- Location on campus
- Hostage situation: victims, etc.
- Obey the Police.
- Everyone may be treated as a suspect.

Obtain accurate information:

- Where in the building is the event occurring?
- How many are involved (both perpetrators and hostages)?
- What demands, if any, have been made?
- Render appropriate assistance.

IC Responsibilities

- Direct 911 to be called.
- Declare a Lock-Down – NO RESPONSE.
- Isolate the area.
- If possible, begin a controlled evacuation – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
- Direct that all appropriate notifications be made.
- Await the arrival of the police, and provide needed assistance.
- Secure main office area and entrance to the school (if safe to do so)
- If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.
- Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.

Teacher/Staff Responsibilities

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. Remember, time is on your side. Don't threaten or attempt to intimidate or disarm the intruder.
5. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
6. If not directly involved, follow instructions quickly and without comment.
7. When notified of the Lock-Down – NO RESPONSE, follow established procedures.
 - a. Lock Doors
Door is not to be opened for anyone. All doors will remain locked until the "all clear" code or until law enforcement or school officials gain access to classrooms and other areas using master keys.
 - b. Direct students to Duck, Cover and Hold On in the safest place possible.
8. Be able to account for all students under your control.
9. Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.

Assault

General Procedures

1. Ensure the safety of students and staff first.
2. Notify office and administration.
3. Call police if necessary.
4. Notify First Aid Coordinator and provide medical assistance when necessary.
5. Seal off area where assault took place.
6. Defuse situation, if possible.
7. IC notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact.
8. IC notifies parents of students involved in assault.
9. Document all activities. Ask victim(s)/witness(es) for their account of incident.
10. Assess counseling needs of victim(s) and/or witness (es).

Assault on Staff Member by Student

General Procedures

1. Provide medical attention for staff member.
2. Notify office and administration.
3. Determine if the victim wishes to make a police report of the incident. If a weapon was involved or the injury required more than minor first aid, the police must be called.
4. Complete intentional assault (where the student has attacked the staff member with intent to cause physical injury) or reckless assault (where the student has inadvertently struck a faculty member without personal regard) forms as appropriate.
5. Take statements and interview witnesses to consider depositions if the situation warrants.
6. Inform the student's parents or guardian.
7. Assess the need for disciplinary action.
8. Prepare for media coverage.

Biochemical or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

Multiple victims suffering from:

- Watery eyes
- Twitching
- Choking or loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community.

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

Scenario 1: Substance Released Inside a Room or Building

General Procedures

- Evacuate the building.
- Notify Main Office/Administration
- Turn off all fans in the area of the release; close the windows and doors; shut down the building's air handling system.

IC Responsibilities

- Signal for the building to be evacuated.
- Call 911.
- Direct School Emergency Response Team members (search & rescue team) to isolate and restrict access to potentially contaminated areas.
- Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
- Ensure person's who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
- Complete the Biological and Chemical Release Response Checklist.
- The School, or affected areas, will not reopen until the County HAZMAT or appropriate agency provides clearance to do so.

Teacher/Staff Responsibilities

Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures.

At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

First Aid Team

- Direct or assist individuals who have come into direct contact with hazardous substances to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
- Remove and contain all contaminated clothes.
- Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).
- Provide additional medical attention as needed.

Scenario 2: Substance Released Outdoors and Localized

General Procedures

Notify Main Office/Administration

Turn off all fans in the area of the release; close the windows and doors; shut down the building's air handling system.

IC Responsibilities

- Immediately direct staff to remove students from the affected areas to an area upwind from the release. If necessary, evacuate the building.
- Call 911.
- Direct School Emergency Response Team members (search & rescue team) to establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
- Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
- Ensure person's who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
- The School, or affected areas, will not reopen until the County HAZMAT or appropriate agency provides clearance to do so.

Teacher/Staff Responsibilities

Evacuate students away from the affected area, as directed by the IC.

At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

First Aid Team

- Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
- Remove and contain all contaminated clothes.
- Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).
- Provide additional medical attention as needed.

Scenario 3: Substance Released in Surrounding Community

IC Responsibilities

- Once local authorities determine a potentially toxic substance has been released to the atmosphere, initiate a Lock-Down Response.
- Direct all students and staff who are outside when the Lock-Down Team Response is declared to return to their classrooms or other designated space.
- Call 911 and advise them of the school's response to the event.
- Direct staff to turn off local fans, close and lock doors and windows. Consider directing staff to seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space in each classroom.
- Direct School Emergency Response Team (search & rescue team) to seal vents with aluminum foil or plastic wrap and turn off sources of ignition, such as pilot lights, and shut down all buildings' air handling systems.
- Turn on a radio or television station to monitor information concerning the incident.
- Do not declare an All Clear until the County HAZMAT or appropriate agency provides clearance to do so.

Teacher/Staff Responsibilities

When directed to do so, turn off local fans, close and lock doors and windows, seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space. Report any medical conditions or other concerns to the IC.

Background Information

Bioterrorism (BT) is the use of biologic agents such as bacteria, viruses, parasites or biological toxins to intentionally produce disease or intoxication in a susceptible population to meet terrorist aims. Chemical terrorism (CT) employs certain classes of chemical compounds as weapons of mass destruction.

An act of biological (BT) or chemical terrorism (CT) might range from dissemination of aerosolized anthrax spores to food product contamination, and predicting when and how such an attack might occur is not possible. Although paramedics, ER physicians, primary health care providers, and the local health department will probably be the first to observe and report unusual illnesses or injuries, school physicians and nurses may occasionally encounter such cases in a school setting.

Early detection of and response to biological or chemical terrorism are crucial and preparedness for terrorist-caused outbreaks and injuries is an essential component of the U.S. public health surveillance and response system. Terrorists might use combination of agents. CDC has developed a list of critical BT and CT agents.

Environment Where Exposure May Have Occurred

Law enforcement and public health officials work together to investigate the environment including envelopes and packages suspected of containing anthrax or other biological agents. Powder and other specimens collected from these sources usually are analyzed through the Public Health Laboratory Network. As a part of the investigation, environmental sample (where the exposure may have occurred) may be necessary. Testing of the environment is useful for detecting trace amounts of anthrax spores. Specimens obtained may include samples of air and/or swabs of material on various surfaces. The law enforcement and public health agencies will arrange for processing these samples.

Clean-Up of Contaminated Areas

The U.S. Environmental Protection Agency with help from other federal agencies and departments, including the Center for Disease Control and Prevention (CDC) is responsible for environmental and clean-up issues. Federal agencies, in conjunction with local and state agencies, will determine the best approach to the cleanup.

Biological Agents

BT agents are more likely to be covert because of the delay between exposure and onset of illness, known as the incubation period. Thus they present different challenges, as there is no immediate impact: persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events in which persons are warned that an exposure has occurred. BT agents include bacteria, viruses and toxins among others. Anthrax, Small Pox, Botulinum Toxin are some of the examples of BT agents.

Hamilton Unified School District

The following are some examples of the indicators of a BT attack:

- Large numbers of ill persons with similar diseases or syndromes
- Unexplained disease, syndrome or death
- Unusual illness in a population
- Single case of disease caused by an uncommon agent
- Multiple unexplained diseases in the same patient
- Diseases transmitted through aerosol, food or water suggestive of sabotage

Detection of BT-related Outbreaks

BT may occur as covert events, in which persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events, in which persons are warned that an exposure has occurred. The possibility of a BT event should be ruled out with the assistance of the FBI and state and local health officials.

Rapid response to a BT-related outbreak requires prompt identification of its onset. The most critical step in response is early recognition that something unusual is occurring. Response to a BT event will require a concerted effort of physicians, the health department, health care facilities, laboratories, and others to identify BT agent used, treat affected individuals, prevent additional transmissions, and bring the situation under control. Primary care providers and emergency room physicians will likely be the first medical responders.

Chemical Agents

Chemical agents, like other substances, may exist as solids, liquids or gases, depending on temperature and pressure. CT effects are likely to be overt, immediate and obvious because CT agents are absorbed through inhalation or by absorption through the skin or mucous membranes are usually immediate and obvious. Such attacks elicit immediate response from police, fire, and EMS personnel. CT agents can also be delivered covertly through contaminated food or water. Chemical agents that might be used by terrorists range from warfare agents to toxic chemicals commonly used in industry.

There are at least six types of chemical agents described which include nerve agent and cyanide among others. Biological effects such as eye or skin injury and injury to lungs and other systemic effects can occur following exposure to chemical agents dispersed as solids, liquids or vapor. Evacuation and triage are integral to the response along with decontamination and medical management.

CDC does not recommend hoarding antibiotics or buying a facemask. In the event of a biological or chemical emergency, the state and local public health departments will inform the public about the action(s) they should take.

Radiation Accident

Radioactive materials are among many kinds of hazardous substances emergency responders might have to deal with in a transportation accident. Radiation is energy that comes from a source and travels through some material or space. Light, heat, etc. are types of radiation. Unstable atoms produce ionizing radiation. Unstable atoms are said to be radioactive.

Regardless of how radiation accident happens, three types of radiation-induced injury can occur:

- External radiation: when all or part of the body is exposed to penetrating radiation from an external source;
- Radiation contamination occurs where material containing radioactive material is deposited on skin, clothing or other places where it is undesirable. Contamination means that radioactive materials in the form of gases, liquids or solids are released into the environment and contaminate people externally on skin, internally in lungs, gut or wound, or both; and
- Radiation injury is incorporation of radiation material, which refers to the uptake of radioactive materials by body cells, tissues, and organs.

These injuries can occur along with illness or physical injury and in such instances serious medical problems have a priority over concerns about radiation. Law enforcement and public health and safety agencies are involved in responding to these emergencies.

Bomb Threats

General Procedures

- Evacuation route should be posted in every classroom.
- Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted.
- After caller has concluded his or her threat, hang up and immediately lift the receiver and press *69 (call trace).
- If school has caller ID, note the number from which call was made.
- Notify Main Office/Building Administration.
- If threat is written, place it in an envelope or plastic bag.
- Prepare media statement and flyer to inform parents.

IC Responsibilities

- Evaluate the bomb threat and determine if building evacuation is necessary.
- If threat is deemed valid:
- Call 911 – advise building is being evacuated because of a bomb threat.
- Activate SERT.
- Turn off school bell system.
- Don't use PA system.
- Turn off all two-way radios.

NOTE: Do not utilize the fire alarm system to evacuate the building.

Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.

In consultation with police/fire officials, determine when it is safe to reenter the school.

Teacher/Staff Responsibilities

Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room.

Proceed to pre-designated evacuation point with class roll book.

Maintain control of students and advise SERT of any missing children.

Do not reenter the building until directed to do so by an SERT member or someone in authority.

Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.

IC Responsibilities

- Upon notification of a device found:
- Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.
- Activate the SERT.
- Turn off the school bell system.
- Turn off all two-way radios.
- Do not use the fire alarm system to evacuate the building.
- Dispatch SERT to begin the evacuation process. The order of evacuation should be:
- Classroom in which the device is located.
- Classrooms on either side of, across the hall from, that backs up to, or is directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance.
- The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment, which may exacerbate the situation.
- In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building.

Teacher/Staff Responsibilities

- Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book.
- Maintain control of students and advise SERT of any missing or unaccounted for students.
- Do not enter the school until directed to do so by an SERT or police/fire authority.

Letter/Package Bomb or Mailed Hazardous Substance

Mail handlers should be trained on what could be suspicious. A suspicious letter/package could contain any of the following:

Foreign mail	Misspelling of common words
Excessive postage	Odd noises
Handwritten messages	Oily stains/discoloration/odor
Special delivery	Poorly typed addresses
Restrictive markings	Lopsided or uneven envelope
Incorrect titles	Protruding wires or tinfoil
No return address	Excessive weight
Excessive securing material (i.e.: tape)	Powder leaking
Handwritten notes, such as: "To be opened in the privacy of...", "confidential", "your lucky day is here", and "prize enclosed"	

If any of the items listed above are identified on a package, do not open the package. Secure the area around the item and contact the principal.

Persons who touch the letter should wash their hands if powder or liquid is leaking.

The person who identified the suspicious package should not 'broadcast' the matter and cause panic, but contact the principal giving as much detail about the situation as possible.

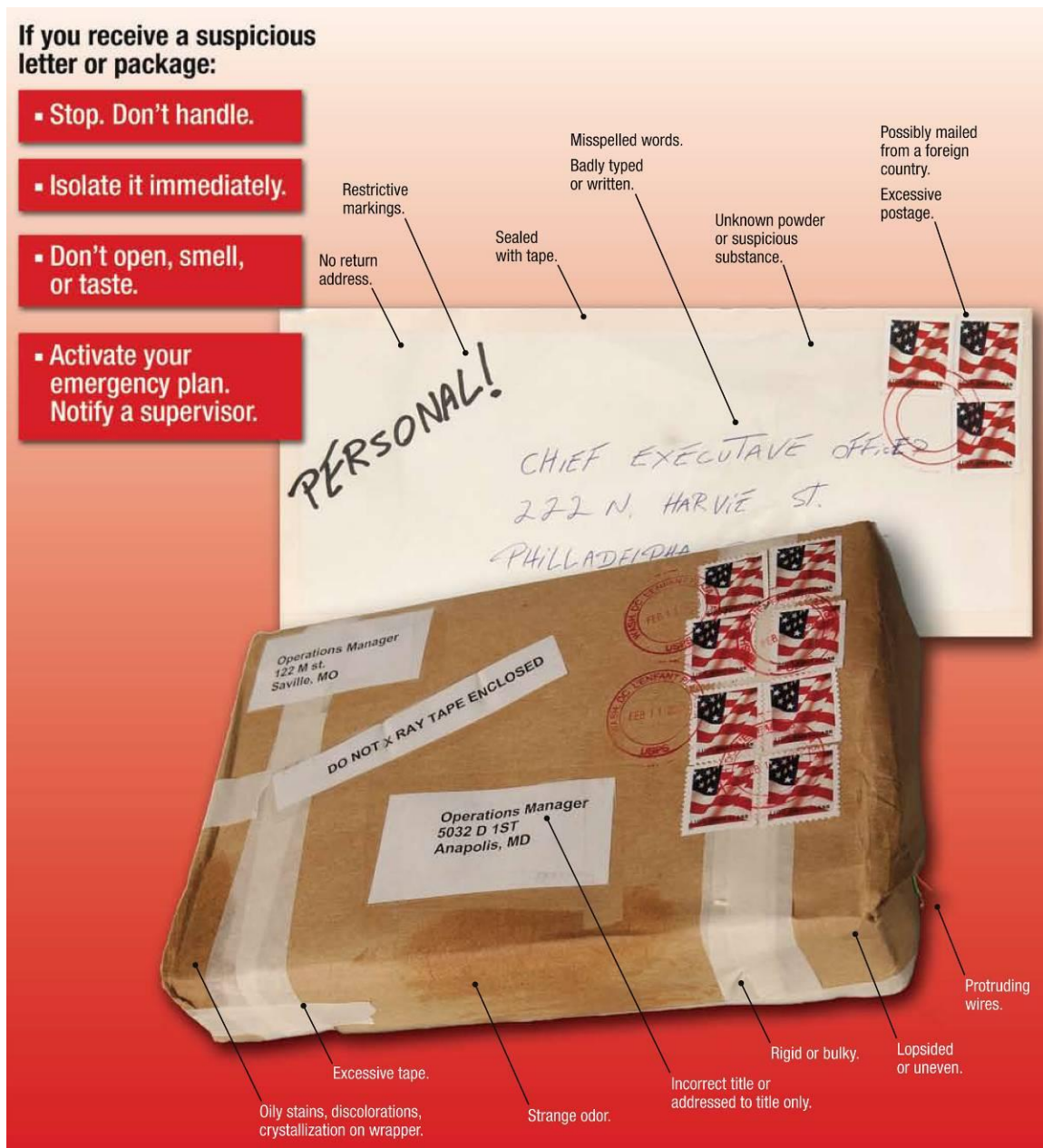
CALL 911

NOTE: Expect the police department to examine rooms and to ask staff members if they have seen any objects that are out of place or are in places where they do not normally belong. Please remember that regular staff members are most familiar with the campus and its belongings. Anticipate being called upon by the police department for additional information and assistance. Remember, one of your roles is to preserve a potential crime scene.

Hamilton Unified School District
WARNING
Suspect Letter and Package Indicators

If you receive a suspicious letter or package:

- Stop. Don't handle.
- Isolate it immediately.
- Don't open, smell, or taste.
- Activate your emergency plan. Notify a supervisor.



If you suspect the mail or package contains a bomb (explosive), or radiological, biological, or chemical threat:

Isolate area immediately.

Call 911.

Wash your hands with soap and water.

For more information on bomb security or bomb threats, contact your local ATF office.

Hamilton Unified School District
BOMB THREAT INFORMATION FORM

Be Calm!

Be Courteous!

Listen Carefully!

Do Not Interrupt!

Write out the exact words of the original threat.

Try to keep the caller talking—ask questions, see below):

When will the bomb explode? _____ Time remaining? _____

Where is the bomb now? _____ What Area? _____

What kind of bomb is it? _____ What does it look like? _____

Where are you calling from? _____ What is your name? _____

Description of voice:

Speech:

Speech:

Manner:

___ Male	___ Loud	___ Distinct	___ Calm
___ Female	___ Soft	___ Distorted	___ Angry
___ Adult	___ Fast	___ Slurred	___ Rational
___ Child	___ Slow	___ Nasal	___ Irrational
___ Familiar	___ Lisp	___ Pleasant	___ Coherent
___ Disguised	___ Stutter	___ High Pitch	___ Incoherent
___ Muffled	___ Raspy	___ Deep	___ Emotional
___ Intoxicated	___ Laughing		
___ Accent (Describe : _____)			
___ Other _____			

Background Noises:

___ Quiet ___ Train ___ Children ___ Street Traffic

Music (Type: _____) ___ Animals (Type : _____) ___ Voices ___ Mixed Noises
___ Party ___ Machinery (Type : _____) ___ Office Machines ___ PA Systems
___ Other _____

Exact time of call: _____

Date: _____

Called received at: (Site) _____

Ext. _____

Time Caller hung up: _____

Person taking call: _____

Reported call immediately to: _____

(Name of school official)

Hamilton Unified School District
BOMB THREAT REPORT FORM

The following report form is to be used by the principal to report a bomb threat to the district office.

School: _____ Date of call: _____ Time of call: _____

Person who received call: _____

A. The Sheriff's Station was notified by: _____
(Name of person)

Date: _____ Time: _____

Sheriff personnel contacted: _____

Deputy who responded to call: _____

B. Was a search made for the bomb? ____ Yes ____ No (If "Yes," give details)

Regarding the search:

C. Was an evacuation conducted? ____ Yes ____ No (If "Yes," give details)

Regarding the search:

D. Remarks:

Bus Accidents

General Procedures

Upon learning of an accident, obtain the bus number, location, and time of accident, number of injuries sustained, whether police/fire/ambulance is on the scene or are required, and the location of all injured parties from the person notifying the administration or other school employee.

Notify the IC.

IC Responsibilities

Dispatch SERT to accident scene with Emergency Response Kit and student information cards. If this is a group on a field trip the student roster will advise you of which students, parents, and staff are on the bus. If this is a home-to-school bus, you will need to print an entire student roster report. If there are injuries of students, determine if siblings of bus-riding students are still at school. Assemble these students and advise them of the accident and make them available for parent pick up. When advised by SERT on scene of current status, direct appropriate notifications to be made. If appropriate, respond to the hospital.

Responsibilities of Staff Person Riding on Bus

- Follow the Bus Drivers instructions and if appropriate call 911.
- If danger of fire or if vehicle is in a precarious position, evacuate the bus and direct students to a safe location.
- Have older students assist younger students.
- Notify the school of the accident and the extent of the injuries.
- Keep children under control. Have adults in area assist with tasks.
- If students are transported to hospitals, determine which student(s) are going to which hospitals.

Hamilton Unified School District

Responsibilities of SERT Responding to the Scene

1. Assess the current situation and advise the IC.
2. Assist in the movement and/or control of non-injured students.
3. If parents arrive on the scene students are not to be removed from the scene until released by the Police. NOTE: parents should be directed to either wait at home or report to the school site not the accident scene.
4. Designated SERT respond to the hospital(s) and provide support to injured students and their parents. Keep the IC updated on all medical conditions of students and staff.
5. Designated SERT member handles media inquiries at the accident scene. The hospital spokesperson will handle any inquiries regarding treatment of injured students.
6. Provide parent contact information to hospital if needed. Call parents from school in the case of uninjured students.
7. Returning uninjured students should be examined by the school nurse, school counselor or social worker, provided with breakfast or snack as appropriate, and be given the option of returning home for the day.
8. Secure copy of police report.
9. Prepare for possible media focus.
10. Create informational flyer to inform parents of accident.

Child Abuse Reporting

Emergency Procedures

Teacher/Supervising Adult and Administration

If reasonable cause exists to believe abuse has occurred, report immediately to Department of Child and Family Services (DCFS) (800.540.4000) or local law enforcement. **WHEN IN DOUBT, REPORT.** Do not inform parent/guardian of the report. It is DCFS's or law enforcement's responsibility to investigate and inform them.

Additional Information

Child Protective Services

DCFS safeguards the rights and protects the welfare of children whose parents are unable to do so. As the point of entry for clients, the DCFS intake program operates a 24-hour hotline that receives reports of suspected child abuse and neglect. The DCFS staff conducts initial investigations of all reported abuse and neglect to determine whether the allegations are supported.

How to Recognize Child Abuse and Neglect

"Child abuse and neglect is the intentional, physical or mental injury, sexual abuse, negligent treatment, or maltreatment of any child under the age of eighteen by a person who is responsible for the child's welfare under circumstances which indicate the child's health or welfare is harmed or threatened."

There are many indicators of child abuse. Learn how to recognize the warning signs of:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect
- Domestic Violence

Child Abuse and Neglect Indicators

Physical Abuse is indicated when non-accidental injuries occur, including:

Burns	Bruises	Welts	Severe beatings
Fractures	Unexplained or repeated physical injuries		

Emotional Abuse occurs when a parent or caretaker allows or creates a negative emotional atmosphere for the child with these conditions:

DemEANing remarks	Perceived or actual threats of harm
Unrealistic parental expectations	Illegal behaviors taught to a child

Sexual Abuse happens when a child is exploited for the sexual gratification of an adult or older child. Indicators include:

- Involvement of a child in sexual activity
- Knowledge of sexual behavior inappropriate for the child's age
- Contact for sexual purposes such as fondling

Involvement or exposure to prostitution and/or pornography

Neglect occurs when a parent or caretaker allows the child to experience avoidable suffering or fails to provide basic essentials for physical, social, and emotional development. Indicators of neglect include:

Lack of basic food and clothing	Lack of medical treatment or medication for a serious illness	Inappropriate child hygiene
Lack of appropriate supervision	Lack of education as required by law	Residing in an inappropriate/dangerous living environment

Hamilton Unified School District

Domestic Violence-Related Child Abuse occurs when a child:

- Is injured during a physical altercation between adults
- Witnesses domestic violence between adults
- Experiences perceived or actual threats of harm
- Experiences disruption in his/her living situation

How to Respond to an Abused Child

- If you suspect a child has been abused or neglected, use the following guidelines to respond.
- Remain calm. A child may retract information or stop talking if he/she senses strong reaction.
- Believe the child. Children rarely make up stories about abuse.
- Listen without passing judgment. Most children know their abusers and often have conflicted feelings.
- Tell the child you are glad that he/she told someone.
- Assure the child that abuse is not his/her fault.
- Do what you can to make certain that the child is safe from further abuse.
- Do not investigate a case yourself. Call the police or the Department of Child and Family Services hotline.

Legal Definitions/References

Child abuse or neglect includes the following (Penal Code 11165.5, 11166.6)

- A physical injury inflicted by other than accidental means on a child by another person.
- Sexual abuse of a child as defined in Penal Code 11165.1.
- Neglect as defined in Penal Code 11165.2.
- Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
- Unlawful corporal punishment of a child as defined in Penal Code 11165.3.

Child abuse or neglect does not include:

- A mutual affray between minors (Penal Code 11165.6).
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6).

How to Report Child Abuse

Anyone involved in the care and treatment of patients under the age of 18 are considered "mandatory reporters" and are required to report suspected cases of child abuse and neglect. According to Penal Code 11165.7, any mandatory reporter who fails to make a report will be fined or imprisoned.

Mandatory reporters include the following professionals: Counselor, Day Care Worker, Licensed Practical Nurse, Registered Nurse, School Official, and Teacher.

If child abuse or neglect is suspected, immediately call the DCFS reporting hotline. To make a report, you will need to provide the following information:

Name, age, sex, and address of the child who is the subject of the report, any siblings, and the parent, guardian, or caregiver
Nature and extent of the abuse or neglect, as you know it (and any previous abuse or neglect)
Any additional information that may help establish the cause and identity of persons responsible
Your name, occupation, contact information, and a statement of any actions taken concerning the child

Call the DCFS hotline immediately even if all the information is not available to you. If requested, follow up with a written report to the Department of Child and Family Services

Responsibility for Reporting

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

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DCFS Abuse Investigation Process

Once an abuse report is filed, the Department of Child and Family Services (DCFS) will assess and investigate the case. DCFS determines the nature, extent, and cause of child maltreatment and assesses possible risk to the child if left in the situation.

DCFS and neighborhood community centers offer a range of services to abused and neglected children and their families, including:

Diagnostic and treatment service	Day care services
Casework services, such as family counseling	Alcohol or drug counseling
Foster home network	Parenting classes
Homemaking or caretaker services	Psychological services

Child Does Not Arrive Home

(Within a reasonable time)

General Procedures

If the school learns that a child has not arrived home from school in a reasonable amount of time, contact the child's last classroom teacher of the day to find out the child's normal end-of-day habits (i.e. walker or gets ride from parent).

Contact the Police they will need the following information when called, Child's name, Date of Birth, Address, Home phone number, Description of the student (hair color, height, ethnicity, what was the student wearing when last seen). If the parent is at the school, send them home to wait and check their neighborhood.

Notify the police and request that they commence an investigation into the situation if the child has been missing for an extended period of time.

4. Organize the child's teachers, friends, and companions for interview with the police.
5. Attempt to locate the last person to see the child.
6. Send a school representative (preferably the student support manager/school counselor) to the child's family home to comfort his or her parents and relatives.
7. Work cooperatively with the authorities to assist in locating the child.

Prepare a media statement.

Compose a flyer informing parents

Civil Disturbance

Civil disturbances such as a public or a student demonstration on school grounds having the potential to injure staff or students, damage property or disrupt instruction are grounds to put the following procedures in action.

General Procedures

Contact office and administrators when a civil disturbance is observed.

Call 911 if warranted.

Assess the danger of the disturbance and issue a Lock-Down if necessary.

Prepare a flyer to inform parents of the incident.

ANNOUNCEMENT

I am _____ (name and title).

You are on school grounds without permission. You are directed to leave the premises now. As trespassers, you are subject to possible arrest if you do not leave.

Optional Language:

If you do not leave, we will ask law enforcement authorities to take appropriate action.

OR

Law enforcement has already been notified.

Active Measures

In spite of one's best efforts at prevention, disturbances may still occur. The following measures are recommended to lessen the school's exposure to personal injury and property damage:

Try to isolate the participants (if they are students). If a small group is protesting on the campus, invite them into the nearest classroom and listen to their complaints. If the group is large, it may be desirable to have them designate leaders to meet with you. Do not invite non-students onto the grounds.

If invaded by a group of non-students who appear threatening, listen to their complaints and politely tell them to leave the building. If they do not leave upon request, call the police.

Active Measures (continued)

In cases where there are threats of violence or property damage, remove the students from the area or room, counsel with them, and record their names for later use. If the group threatening violence or property damage is composed of non-students, ask them to leave the area. If they refuse to leave, call the police.

It is reasonable to expect that the news media will become interested in any disturbances or demonstrations occurring on school property. It is desirable to work with the media in every possible manner.

Matters pertaining to individual students should be discussed with the student and his/her parent or guardian and not with other parties. This does not preclude getting evidence or testimony from other students who may have witnessed the act(s) in question.

Parent/guardians may become greatly concerned about events at the school. To reassure them or to clarify the situation, it may be necessary to call a special meeting.

Preventative Measures

Be aware of the morale of the student body.

Principals should establish an open door policy so students will feel free to voice their problems to the school administration with the assurance that they will be heard.

Have a close working relationship with the student council.

Maintain an awareness of any tense community situations that could 'spill over' into the school and set the stage for a school disturbance.

Have the following sign posted on all exterior doors:

“VISITORS, PLEASE REPORT TO THE OFFICE”

Pickets and boycotts

- Peaceful picketing is a lawful activity provided it is limited to the public sidewalks around the building.
- Pickets should be kept under discreet surveillance.
- In non-student pickets attempt to enter school property, politely ask them to leave. If they refuse, call the police.

Civil Unrest:

- Shelter in place
- Notify law enforcement via 911

Critical Condition/Hospital Treatment

General Procedures

If a child is in need of immediate hospital treatment at your school, notify the office as to the person's location and condition, but stay with the victim.

- Call 911.
- Secure medical help available in the school (school nurse/health aide and CPR providers).
- Evacuate any students who may be present and secure adult support.
- When help for the victim is secured, the teacher helping the victim should rejoin her or his class.
- The person accompanying the child to the hospital should take the medical emergency form kept in the office.
- Review the student's health file kept in the nurse's office for pertinent information such as drug allergies, last tetanus shot, and medications taken. Relay this information to the hospital.
- Notify the victim's family.
- Consider composing a flyer to inform parents of the incident.
- Arrange for counseling sessions with witnesses as necessary.

Death of a Student/Staff Member

General Procedures

- If not occurring on school property:
- Upon notification of death, arrange for an emergency staff meeting where procedures will be reviewed and current information be provided.
- Arrange for counseling services for students and staff.
- Prepare a notice to be sent home to parents with particulars regarding any arrangements that may have been decided by the family of the deceased.
- If occurring during the school day, on school property, follow the Lock-Down procedures and treat the event as a criminal act.

IC Responsibilities

- Call a meeting of SERT to formulate the school's response to the notice.
- Activate the telephone tree to school staff if notification is received after school hours or during non-school days.
- Contact family/friends of the deceased to offer support and obtain information regarding arrangements.
- Arrange for appropriate counseling services.
- Update information to staff and parents as it becomes available.
- If the student or staff member had personal property in school, secure the property, including locker contents, until authorized to release same to family or relative.

Teacher/Staff Responsibilities

- Keep informed of plans and procedures that may be implemented in response to the death.
- Be observant of students' and fellow staff members' reaction to news. If required, refer the person(s) to counseling.
- Do not deny your own emotional response to this situation, and seek appropriate help.
- Assist in bringing closure to the event.

Disruptive Student

General Procedures

- At the beginning of each school year, every teacher is to develop a “Clear the Room” procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attack other students or staff.
- “Clear the Room” procedures should state to which teacher the students should report.
- The receiving teacher will notify the office immediately.
- The teacher must stay with the disruptive student until assistance arrives.
- Students will not return to their classroom until notified by the sending teacher.

IC Responsibilities

- Respond to the classroom as soon as possible.
- Assist the teacher with the student.
- Involve other staff as necessary.
- Call 911 if situation does not abate.
- Notify the School Counselor/Psychologist or outside agency.
- Review each plan and require that the plan be practiced so that students will know what to do.

Teacher/Staff Responsibilities

- In concert with receiving teachers, develop the “Clear the Room” plan.
- Develop an alternative plan for when receiving teacher is not in the room.
- Instruct students as to their roles if plan is implemented.
- Stay with the out-of-control student.

Earthquake

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Hamilton Unified School District

Earthquake Size Descriptions		
Descriptive Title	Richter Magnitude	Intensity Effects
Minor Earthquake	1 to 3.9	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	7 to 7.9	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.

Actual Earthquake

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be not more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

When inside a building, stay inside. Do not run outside because you may be hit by falling debris. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall. You should be facing away from: windows; doors; glass; skylights; brick or rock faced walls; large moveable objects, such as bookcases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside. Do not run inside because you may be hit by falling debris. Move away from buildings and overhead structures. Drop to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to or from school facilities: Students walking to or from school when an earthquake occurs should stay away from all buildings, trees, exposed wires, and other hazards that may fall. The safest place is in the open. Students should assume “drop, cover, and hold” position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

After an Earthquake

The ABCs of Post-Earthquake Evacuation – A Checklist for School Administrators and Faculty

A.

Evacuation should NEVER be automatic.

There may be more danger outside your building or facility than there is inside.

There may be no safe assembly area outside. There may be no clear routes to get outside, and alternate routes may need to be created.

The lighting inside your building or room will probably be out – it will be dark.

Before any decision is made to vacate all or part of a school, someone must find out that there is:

1. A safe route out, and
2. A safe place to assemble the students outside

B. BEFORE an earthquake, survey your school with evacuation in mind.

1. Look for potential post-earthquake hazards INSIDE the building:

- Suspended ceilings
- Pendant light fixtures
- Large windows – either exterior or interior – not protected against shattering
- Tall bookcases or cabinets that may topple because they are not bolted to the wall
- Classroom equipment such as computers, TVs, VCRs, stereos, and slide projectors
- Stairwells
- Science labs, especially chemistry
- Storage areas for cleaning, painting, or other hazardous materials
- Shop areas
- Places where the main gas supply or electric current enters the building

Designate evacuation routes that avoid as many of those areas as possible.

In addition, decide on alternate routes to your main routes.

Consider students with disabilities as you think about your evacuation routes.

C.

Look for potential post-earthquake hazards OUTSIDE the building:

- Power lines
- Trees
- Areas near buildings that may have debris fall on them – parapets, roof tiles, chimneys, glass
- Routes past concrete block walls
- Covered walkways
- Places under which large gas mains run
- Areas near chain link fences (can be electric shock hazard when live wires touch)
- Hazardous materials storage areas
- Designate open areas outside that are without overhead hazards and removed from potential dangers spots: choose one, off-campus spot such as park for back-up.
- Assembly areas should not be so remote from the faculty that students and staff won't have easy access to bathrooms, phones, and the student release point.

D.

Everyone should be informed about the plans:

- Once routes and assembly areas have been chosen, make floor plans and maps; give them to everyone.
- Tell all personnel and students about the plans made and the routes chosen.
- Make it clear that a post-earthquake evacuation route differs from a fire evacuation route, and that alternate routes may need to be used.
- Hold drills and exercises two or three times a year; practice alternate routes.
- Include all students and staff with disabilities in the drills and exercises.

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AFTER the earthquake, gather information and make decisions.

IC

Assess the situation – inside and outside

Decide how much evacuation is necessary – all or parts of the buildings

Choose the route(s) and the assembly place

Communicate directions to SERT and all staff members.

Teachers

Do NOT automatically rush your class out into the corridor or out an exterior door.

Wait to hear from an administrator, or the designated SERT member, about what to do.

In circumstances in which a lot of time passes and you do not hear anything, you will have to make decisions yourself:

- If you are in a dangerous classroom – the ceiling has collapsed, wires are crackling, broken glass or chemicals are all over the floor, you smell gas or smoke – you will want to leave, BUT you must do some reconnaissance before you move to safety.
- Get your buddy teacher to cover the students while you find the best way to get out and the safest place to go. You may not need to go outside, but merely move from one inside room to another.
- Account for all your students before you leave the classroom.

If your classroom is dangerous, you may want to take injured students with you, or move them a short way to a safe room. If you must leave an injured student, post a large, visible sign indicating the student is in there.

The lights will probably be out – ALWAYS having a flashlight that works.

Be alert, as you lead students down stairwells or corridors, to anything (dangling lights, ceiling struts, broken glass, slippery floors) that could hurt them or you.

In an aftershock, everyone should duck and cover until the shaking stops.

Once you get to your new safe place, communicate your location to the IC, by sending a runner, using a walkie-talkie, or returning to your classroom to post a note.

The first 72 hours after an earthquake are critical. Electricity, gas, water, and telephones may not be working. In addition, public safety services such as police and fire departments will be busy handling serious crises. You should be prepared to be self-sufficient – able to live without running water, electricity and/or gas, and telephones – for at least three days following a quake. To do so, keep on hand the following:

Food.

Water. Enough so each person has a gallon a day for 72 hours, preferably one week. Store in airtight containers and replace it every six months. Store disinfectants such as iodine tablets or chlorine bleach, eight drops per gallon, to purify water if necessary.

First aid kit

Fire extinguisher

Flashlights with extra batteries. DO NOT USE matches or candles after an earthquake unless you are certain there are no gas leaks.

Hand held radios with extra batteries.

Extra blankets, clothing, shoes, and money.

Alternate cooking sources.

Medications

Tools (turning of main shut off valves)

Roles and Responsibilities

Incident Commander (IC)

Will coordinate all personnel and operations, as well as serve as a liaison between all off campus organizations such as: Red Cross, Fire, Police, Utility companies, media, and other emergency agencies.

The IC will:

- Direct team operations
- Work with emergency responders
- Coordinate and authorize communication modes
- Assign tasks as necessary
- Make media releases as appropriate

Teacher responsibilities during an earthquake:

At first sign of shaking, adults should give the Drop, Cover, and Hold On command.

If students and staff are indoors, all should:

- Get under a desk or table. Otherwise, stand next to an inside wall. Stay away from computers, televisions, stacks of books, file cabinets, and other heavy objects.
- Get as far away from window(s) as possible.
- Drop to knees with back to the window(s) and knees together.
- Clasp one hand firmly behind head, covering neck.
- Wrap other arm around a table or chair leg.
- Bury your face in yours arms, protecting head.
- Close eyes tightly. Stay until earthquake is over.
- Evacuate to staging area only upon hearing evacuation signal.
- Reassure students

If students and staff are outdoors, staff should:

1. Direct students away from buildings, trees, poles and wires.
2. Call Drop, Cover, and Hold On command – students and staff should cover as much skin surface as possible; close eyes and cover ears.

Teacher responsibilities during the evacuation:

- The teacher may render immediate first aid if necessary.
- Students with major injuries and are unable to move are to remain in the classroom. (search & rescue team members or first responders will remove injured students/staff)
- Students with minor injuries are to be moved out of the classroom with the class.
- Teachers check primary evacuation route for blockage and dangers such as fallen tress or electrical wires.
- If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.
- If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!
- When evacuating classroom, take your emergency backpack and folder with you.
- Door is to be left open during an earthquake disaster.

Always DUCK, COVER, and HOLD ON when an earthquake occurs. Assess the situation and remain calm. When alerted to evacuate, or have made a decision to evacuate, look for the safest route, take your emergency backpack and ID card, and escort your children to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and display appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the emergency backpack.

- Anyone who is 'injured but mobile' should be escorted to the assembly area.
- Anyone who is 'severely injured and not mobile' should be left for the search and rescue team or first responders.
- Leave all 'dead' where they are.

All classified and support staff are to escort their students to the assembly area and return to their teacher. They will then await instruction from the IC. Office personnel are to take emergency cards, radios, and key sets with them and report to the Incident Commander for instructions.

Search Team Coordinator

Will leave the assembly area to begin operations after being directed to do so by the IC.

Search & Rescue will:

Retrieve emergency supplies and bring to the assembly area. The team should shut off the gas, water, and electrical mains. These should be marked with barrier tape or signs to indicate they are shut off. S&R will return to the assembly area to be assigned further duties by the IC. These may include setting up a waste facility, building shelter, assisting another team, or providing site security.

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First Aid Team

Will move to their designated area, unpack supplies as they become available and set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR:	Move to Walking Wounded
DELAYED:	May be able to take direction to help one another.
IMMEDIATE:	Tag victim, note time and type of injury.
DECEASED:	Should be removed as far away as possible

Treat injuries to the extent possible.

Inform outside emergency personnel via the IC as to the status of the injured.

Attend to morgue concerns if necessary:

1. Identify the body.
2. Probable cause of death.
3. Cover the body.
4. Leave the body undisturbed awaiting coroner.

Keep the IC apprised of your status

Student Supervision Team

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team. See Section 4 for details.

Student Release Team

Will set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips) at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians. See Section 4 for details.

Explosion or Risk of Explosion

This section addresses four possible scenarios involving an explosion or risk of explosion:

- Scenario 1: Explosion on school property
- Scenario 2: Risk of explosion on school property
- Scenario 3: Explosion or risk of explosion in a surrounding area
- Scenario 4: Nuclear blast or explosion involving radioactive materials
(A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout).

It is important to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats” refer to Pages 110-112.

Scenario 1: Explosion on School Property

General Procedures

1. Call 911.
2. Initiate “Duck, Cover, and Hold On” procedures.
3. Consider the possibility of another imminent explosion and take appropriate action.
4. After the explosion, the IC will initiate the appropriate response signal, which may include a Lock Down, or Evacuation. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, sound the fire alarm and everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
6. Any students separated from their classes should be incorporated into any adult-led group.
7. Follow the evacuation routes established in the fire drill plan. Create a safety zone -- at least 300 feet from the building.
8. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors.
9. Teachers should have class rosters so that each student can be accounted for once the evacuation is completed. Names of any students unaccounted for or students that have joined groups other than their own classes in the evacuation process should immediately be given to the IC.
10. The IC should formulate a list of students that could still be in danger with the assistance of other administrators or staff.
11. Limit the use of electronic and motorized devices – no open flames.
12. Attempt to suppress fires with extinguishers.

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Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

13. Contact the utility company with any damage to water lines, sewers, power lines or other utilities.
14. Any areas affected by the explosion will not be reopened until the City/County HazMat or appropriate agency provides clearance and authorization.

Scenario 2: Risk of Explosion on School Property

General Procedures

- Call 911.
- Determine the appropriate response signal: Lock Down- Response or Evacuation.
- If an evacuation is warranted, follow standard evacuation procedures in Section 7.
- If an explosion occurs follow the procedures outlined in this section.
- Scenario 3: Explosion or Risk of Explosion in Surrounding Area
- General Procedures
- The IC will initiate a Lock Down – Response.
- Call 911.
- Do not declare an All Clear until the appropriate authorities have given authorization to do so.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

General Procedures

- The IC will initiate a Lock Down – Response.
- Call 911.
- Staff members should attempt to establish an adequate barrier or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion. Move students away from exterior windows.
- After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
- Turn off the school's main gas supply, local fans in the area, lock doors and windows, shut down all buildings' air handling systems, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights.
- Monitor radio or television announcements and initiate further action as appropriate.
- Do not declare an All Clear until the City/County HazMat or appropriate agency provides clearance.

Fallen Aircraft

An airplane crash on or near a school site could pose a number of hazards, including: damage/injuries from the impact, flying debris, hazardous materials spills, fires, explosions, structure collapse, mass casualties, and psychological distress. If a crash results in a fuel or chemical spill on school property, refer to Pages 103-109: Biological or Chemical Release.

- After a crash event, the IC will direct the staff and students to do one of the following:
- Remain indoors and await instructions.
- Evacuate the facilities and form up in the assembly area, or other designated spot.
- Evacuate the site to a designated area.

When an order to evacuate has been issued, take your ID card, emergency backpack, and escort your students to the designated area. Check your buddy teacher on the way out and assist or evacuate the class if necessary. Office staff must take the radios, keys, emergency cards, and staff rosters to the assembly area.

Report to the assembly area, take roll, display the appropriate alert card (red card signals missing students and/or need medical assistance, green card signals all students are accounted for) from the emergency backpack, and await further instruction. All staff and students must be accounted for.

Emergency teams will form up and begin operations at the direction of the IC

All staff will remain on duty until notified by the IC.

If the facility is hit

The IC will direct the following:

- Call 911 and provide exact location and nature of the emergency.
- Direct SERT members (Search and Rescue Teams) to secure the crash area to prevent unauthorized access.
- Direct SERT members to organize fire suppression activities until the Fire Department arrives.
- Determine the safest place for students and staff. This may include a complete or partial evacuation (on or off campus). Evacuate to a site uphill and upwind if possible. The assembly team and student release team will be activated.
- Direct the First Aid team to identify, triage, and provide medical assistance to injured students and/or staff members.
- If any students or staff are injured or trapped, assign a Search and Rescue Team to work until Police or Fire personnel arrive.

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- Custodian (Police/Fire/Medical Coordinator) should turn off power supplies, electricity, and gas lines in affected building(s).
- If possible, tape off area around entire wreckage to protect investigation. Have staff stand guard if safe to do so.

Fire

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved.

The Principal of each school shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place, preferably near the door to be used during the evacuation (place at student's eye level). Clearly identify the primary escape route.

Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

General Fire Safety

Ensure that all exits are clearly marked and free of clutter (this includes classroom exits).

Ensure the Location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office.

Passage and Aisle Widths

A minimum of 36 inch free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture, or materials, which reduce these passageways to less than 36 inches, must be relocated.

Turning off the Fire Alarm System

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activations of the systems detection devices. This person should have radio communications to other's who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has been activated to verify a fire or emergency; and to ensure that they system is not silenced and forgotten.

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Procedures

1. Any person discovering a fire will activate the fire alarm, call 911, evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Emergency Backpack and ID card when evacuating.
2. Evacuate the room or building following the exit plan posted in each classroom and office. Hold handrails. If no broken glass, remove high heels to avoid tripping.
3. Evacuate all students and staff away from threatened building at least 50 feet (approximately 10 body lengths) during the fire unless directed by IC to go elsewhere. Maintain control of students and take roll.
4. Close doors behind you as you exit. Do not use elevators. Do not lock doors.
5. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary. All staff is to report to the assembly area and display the appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need additional assistance) in the emergency backpack.
6. If smoke is in the immediate vicinity, instruct students to "stay low and exit," crawling to avoid breathing fumes. Cover mouth and nose with a wet cloth.
7. If no escape is possible, close as many doors as possible between you and the fire. Stuff cracks and openings with wet cloth and avoid fanning flames. Lay on floor to avoid smoke. Wait for help.
8. If anyone is injured or trapped, do not stay with the injured or trapped. Notify the IC who will send a Search and Rescue team while waiting for Police and Fire personnel.
9. The IC is to be notified immediately.
10. Members of the Search and Rescue Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.

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11. The IC will form a Command Post at the evacuation site.
 - a. Direct that the necessary agency contacts be made
 - b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator by using the card system. If problems exist, hold up appropriate colored card:

Red Card	Missing Students/Need Assistance
Green Card	All Students Present
12. The Search and Rescue Team Coordinator will manage the reconciliation of all students and staff. The Search and Rescue Team Coordinator is responsible for bringing the Visitor's Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents.
13. First aid is rendered as necessary.
14. Use fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not go searching for additional extinguishers. Close off the area as best as possible and exit the building immediately.
15. Access roads are kept open for emergency vehicles.
16. IC in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures.
17. IC will direct a team member to turn off utilities if safe to do so.
18. Students and staff will not return to the school building until fire department officials declare the area safe.

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Additional School Emergency Response Team Responsibilities in a Fire, all other responsibilities to be carried out by the School Emergency Response Team

TEAM MEMBER DUTY	NAME/Floor	CONTACT INFORMATION	RESPONSIBILITY
Site	Principal		<p>Implement in an orderly fashion, the appropriate evacuation route, upon notification from the building fire alarm system.</p> <p>Act as 'supervisor' of the area under their direct control.</p> <p>Receive and dispatch information and instructions and oversee evacuation of occupants from their area.</p> <p>Ensure every disabled person has staff assigned to him or her who stays with them.</p> <p>Report the location of these persons to the Fire Department upon their arrival</p>
Assistant	Assistant principal or dean of students		<p>Responsible to the Floor Warden to see all students and staff leave their area(s) and evacuate through the appropriate exit.</p> <p>Listen for any new information and if questions arise, get direction from Floor Warden</p> <p>Take no action without checking with the Floor Warden, except in extreme circumstances.</p>

Fire Near School:

IC will determine whether the students and staff should leave the premises, or any further action should be implemented.

Burning Clothes:

If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim to the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

When appropriate and directed by the IC, SERT member may:

1. Turn off the gas and electricity service.
2. Direct emergency vehicles to the scene
3. Make sure fire lanes are clear and gates are open.

IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

First Aid Team

Will move to their designated area, unpack supplies as they become available, set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will follow their pre-assigned responsibilities as outlined in Section 4.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR:	Move to walking wounded
DELAYED:	May be able to take direction to help one another
IMMEDIATE:	Tag victim, note time and type of injury
DECEASED:	Should be removed as far away as possible

Treat injuries to the extent possible. Inform outside emergency personnel via the IC as to the status of the injured.

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Student Supervision Team

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team.

The Student Supervision Team will follow their pre-assigned responsibilities as outlined in Section 4.

Student Release Team

Will set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips) at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians.

The Student Release Team will follow their pre-assigned responsibilities as outlined in Section 4.

Teachers follow standard evacuation procedures. See Section 7.

Fire Drills

California Education Code, Section 32001 states that every public, private, or parochial school shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. It further states, "all exit doors shall be maintained so that they can be opened from the inside without a key during school hours."

It is recommended that at least 30 minutes in each school month shall be used to instruct children in grades one through eight on fire dangers and drills. On occasion, the building should be evacuated under the pretense that smoke and gases have filled the hallways. Faculty and students should practice getting their faces as near the floor as possible (by bending over or by crawling on their hands and knees) and proceed to the nearest exit.

Each school must establish a fire or emergency evacuation plan and hold regular drills to make this plan effective. Drills must be documented and reports submitted to the Fire Marshall. The fire drill report must include: person conducting drill; date and time of drill; notification method used; staff members on duty and participating; number of occupants evacuated; special conditions simulated; problems encountered; corrective actions to be taken; weather conditions when occupants were evacuated; and time required to accomplish complete evacuation and accountability.

Food or Water Contamination (suspected)

This procedure should be followed if school personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by an outside agency. Indicators of contamination may include unusual odor, color, taste, or multiple incidents of unexplained nausea, vomiting, or other illnesses.

General Procedures

- The IC will isolate the suspected contaminated food/water to prevent consumption and restrict access to that area.
- Call 911.
- The IC will direct that a list of all potentially affected students and staff be made and will provide the list to the responding authorities.
- The IC will direct the first aid team to provide immediate medical assistance, when necessary.
- The IC will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
- The IC will not declare an All Clear until authorized to do so by the responding health department.
- The IC will notify the parents of the incident, as appropriate.

Forced Entry/Theft of School Property

General Procedures

- If evidence of forced entry or theft is seen, notify the main office first.
- Call 911.
- If the crime is in progress, do not confront the perpetrator and avoid being noticed. Instead, attempt to collect a physical description and a license plate number of any vehicle the perpetrator may be using. Watch the direction in which the criminal flees.
- Secure the crime scene. Prevent others from entering, and do not disturb possible fingerprints, shoe, or tire impressions.
- Notify staff to increase security measures.
- Prepare a list of missing items with serial numbers, make, model, and estimated cost.
- Organize all witnesses for police interviews and be as helpful as possible to the authorities.
- Obtain a copy of the police report.
- Prepare a media statement and to ease the worries of parents, draft an informational flyer.

Hazardous Material Spill

Hazardous substances include chemicals, asbestos, mercury (from thermometer), gasoline or oil, and burned-out/leaking ballast.

General Procedures

- Contact the main office and administration about the spill.
- Call 911.
- Do not turn any electrical switches on or off. Do not use any electrical equipment, eliminate any open flames.
- Notify the custodial staff of the spill.
- Evacuate and close off the area of the spill (follow standardized evacuation procedures – See Section 7).
- Assess the need for medical attention for anyone exposed to the hazardous fluids and call the school nurse and/or responding officials to the location of the spill if necessary.
- Record the names and personal information of any persons exposed to the spill.
- Assess the need to inform parents about the spill and prepare a media statement if warranted.

Hazardous Material Spill (continued)
Temporary Stay at School Status

If given instructions by the Incident Commander or First Responders that it is necessary to temporarily stay at school until the evacuation vehicles arrive, use the following guidelines:

IC advises Teachers and Staff of the situation through the intercom and alerts them to listen for further instructions. Instruct Teachers to close all windows, doors and vents.

Direct all Students, Teachers and Staff to come inside and/or stay in the buildings. Students must be kept quiet and still. In the event of a chemical accident, instruct students to keep their hands out of their mouths and eyes.

- Instruct team members to shut off all heating systems and fans.
- Instruct all teachers to place wet towels or wet clothing under the doors and around windows.
- Conduct an emergency attendance to account for all students, staff, and visitors.
- Instruct Teachers and Staff to evacuate once vehicles have arrived on campus.

Hazardous Material Spill (continued)
Evacuation Procedures

If given instructions by the Incident Commander or First Responders that it is necessary to evacuate the school, use the following guidelines:

Determine an evacuation site that is crosswind from the movement of the fumes and a safe distance from a hazard or chemical accident.

Determine the method of evacuation. If students are to remain on campus, determine which evacuation assembly site is best. If students are to evacuate to another location, as in the event of a chemical accident, determine which location is appropriate and by which means the Students, Teachers, and Staff will be evacuated by school buses, other transportation, or by foot.

If it is decided that the building should be evacuated:

- Sound the fire alarm
- Notify the following:
 - 911 (alerts police and fire departments)
 - Teachers and Staff
- The location of the evacuation site will be posted by the Parent Coordinator outside the school for parent information.
- The IC will instruct that the evacuation site be notified of the impending evacuation and arrival of staff and students.
- An Emergency Attendance will be taken at the evacuation site. The Search Team Coordinator will report attendance status to IC.
- The IC will provide a report to the School District/Superintendent/EOC by phone or messenger as soon as possible after the evacuation. The report will include: (a) the location of the evacuation site, (b) the status of students and staff, and (c) the immediate needs of students, teachers, and staff.
- The Site Coordinator will give directions for loading students into buses or other evacuation vehicles or proceeding on foot to the determined evacuation site.

Heat Emergencies

Temperatures that hover 10 degrees or more above the average high temperature for that area and last for several weeks are considered “extreme heat” or a heat wave. Humid and muggy conditions can make these high temperatures even more unbearable. Really dry and hot conditions can cause dust storms and low visibility. Droughts occur when a long period passes without enough rainfall. A heat wave combined with a drought is a very dangerous situation.

Before Extreme Heat Hits:

Keep it Cool

1. Close all floor heat vents.
2. Seal gaps around window units with foam or duct tape.
3. Use a circulating or box fan to spread the cool air around.
4. Use aluminum foil covered cardboard in windows to reflect heat back outside.
5. Use weather-stripping on doors and windowsills.
6. Keep storm windows up all year to help keep cool in.

During Extreme Heat

Protect Windows – hang shades, drapes, sheets or awnings on windows to reduce heat from entering building.

Conserve Power – stay indoors as much as possible.

Conserve Water

1. Check plumbing for leaks.
2. Ensure all toilets and showers are set to “low flow”.
3. Don’t leave water running

Hostage Situation

General Procedures

- Stay calm.
- Don't be a hero.
- Follow instructors of captor.
- Cooperate, be friendly if possible; don't argue with or antagonize captor or other hostages.
- Inform captor of medical or other needs.
- Be prepared to wait; elapsed time is a good sign.
- Don't try to escape; don't try to resolve the situation by force.
- Be observant and remember everything you see and hear.
- Try to calm the suspect and listen to complaints or demands.
- Keep the students calm and don't allow them to agitate the suspect.
- Ask permission of the suspect in all matters.
- When rescue takes place, lie on the floor and await instructions from the rescuers.
- IC Responsibilities
- Direct 911 to be called.
- Declare a Lock-Down – No Team Response.
- Isolate the area.
- If possible, begin a controlled evacuation – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
- Direct that all appropriate notifications be made.
- Await the arrival of the police, and provide needed assistance.
- Secure main office area and entrance to the school (if safe to do so).
- If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.

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- Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.
- Teacher/Staff Responsibilities
- If directly involved, follow the instructions of the intruder. Don't argue or fight.
- Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
- Await the arrival of the police.

Remember, time is on your side. Don't threaten or attempt to intimidate or disarm the intruder. Keep in mind the average hostage incident lasts approximately from six (6) to eight (8) hours and the average barricade incident lasts approximately three (3) hours.

If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.

If not directly involved, follow instructions quickly and without comment.

When notified of the Lock-Down – NO TEAM RESPONSE, follow established procedures.

Lock Doors

Door is not to be opened for anyone. All doors will remain locked until the "all clear" code or until law enforcement or school officials gain access to classrooms and other areas using master keys.

Direct students to Duck, Cover, and Hold On in the safest place possible.

Be able to account for all students under your control.

Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.

Kidnapping or Missing Student

General Procedures

Upon discovering that a child is missing or abducted, immediately inform school administration. Obtain a detailed description of abductor, including physical appearance, type and color of clothing, and make, model, color and license number of any vehicle used in the abduction. Also obtain a detailed description of clothing worn, time, and location when the child was last seen.

Treat custody dispute cases as possible kidnapping situations.

Consider generating an informational flyer to parents about the dangers of abduction, especially if the incident took place en route to school.

Consider increasing security at school.

IC Responsibilities

Abduction

- Call 911 and advise of the abduction.
- Provide the 911 operator with a description of vehicle with license plate number, if known.
- Notify custodial parent.
- Provide support services as needed.
- If this abduction was witnessed by other students, notify their parents, as the children will be upset.
- Brief SERT on the situation and arrange for counseling for the next day.

Missing Student

- Conduct an immediate search of school and school grounds. The extent of the search will depend upon the age, emotional stability, and past history of the student.
- Call 911 and parents of missing student.
- Check student's locker and desk for any indication of why incident occurred.
- Interview student's friends for information.
- Contact students' teacher(s).

Teacher/Staff Responsibilities

Abduction

- If abduction occurs while class is in session, attempt to persuade the abductor not to commit the act.
- If unsuccessful in persuading the adult not to carry out the abduction, do not place yourself or other children in harm's way.
- Immediately notify the office and provide as many details as possible.
- Maintain control of remaining students.

Missing Student

- Immediately notify the office when advised that a student is missing.
- Assist IC with questioning of friends and fellow classmates as to why student is missing.
- Maintain control of remaining students.

Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Pages 103-109: Biochemical or Chemical Release.

General Procedures

Based on the location and extent of the crash, the IC will declare a Lock Down – Response or evacuation.

If an evacuation is declared, students and staff will follow standard evacuation procedures. IC will determine safest location for evacuation site.

- Call 911.
- The IC will direct members of the School Emergency Response Team (search & rescue) will secure the area surrounding the crash to prevent unauthorized access, until the police arrive.
- The IC will direct the search & rescue team to perform fire suppression activities, if necessary, until the fire department arrives.
- The IC will direct the first aid team to check for injuries and provide appropriate first aid.

Police Activity in the Neighborhood

Police activity in the neighborhood might be an incident or situation of criminal nature occurring in the vicinity of or on the school site, which constitutes a clear and present danger to the welfare of the students and staff. Such occurrences might include police stakeouts, pursuit of suspected criminals, SWAT situations, gang disturbances, intruder or hostage situations, civil unrest, etc.

General Procedures

- Stay calm
- Move away from the threat and notify the IC
- Account for all students in your charge

IC

- Issue a Lock Down- Team Response (or a Lock Down – No Team Response if your campus has open hallways)
- Notify 911
- Secure the building
- Take attendance
- Students and staff will remain indoors until the All Clear signal is given.
- Be prepared to keep students at school until police have cleared the area.

If a suspect is encountered (whether in possession of a weapon or not), move in a non-threatening manner and direct students (if applicable) away from the direct view or contact by suspect.

If the assailant is in possession of a weapon, DROP, COVER, and HOLD ON. If you have students with you, first direct the students to do the same.

If the situation permits, make note of as many details as possible such as:

VEHICLE

- License plate number
- Type of vehicle
- Color of vehicle
- Damage to vehicle
- Occupants (number and ethnicity)
- Weapons (type and number)

PERSON

- Height
- Weight
- Color of hair
- Clothing (type and color)
- Weapons (type)
- Ethnicity

In the event gunfire is heard, everyone should be instructed to lie flat on the ground.

Severe Weather

In the event of a severe weather situation such as heavy rain, lightening, wind, or hail the IC will determine which action, if any, should be implemented. When necessary, the staff will take immediate action for the safety of the students without waiting for directions.

General Procedures

1. Provide care for students at the site.
 - Listen to weather updates and stay informed.
 - Keep away from windows and doors.
 - Evacuate the buildings and move to a safe location if necessary.
 - Evacuate the site to another facility if necessary.
 - Being student release procedures at the direction of the IC.
 - Upon official request, the site or portions thereof will be converted to a mass care shelter.

Flooding

Response Protocol

As severe weather develops:

- Monitor severe weather radios.
- Consult with County EMA and Board Office staff.
- Evacuate students to homes immediately.
- If situation does not permit evacuation, keep students at school or other safe location.

Severe Weather/Flood

Administrator's Responsibilities

- Consider early dismissal if weather is severe.
- Determine transportation for each student.
- In-town students will be taken to the gym/multipurpose area and wait for instructions.
- Keep a record of all students: how and when they left school.
- School cancellations that occur prior to the school day:
- Message will be transmitted via district phone tree.
- Radio stations will be notified.

Early Dismissal:

- Determine transportation for each student.
- Each teacher will escort the students that will be riding a bus to that location.
- In-town students will be taken to the gym/multi-purpose room and wait for instructions.
- Keep a record of all students – how and when they left the school.
- Staff stays at school until dismissed by administration and accepts duties as assigned. This may include riding a bus, cooking, etc.

Remaining in School:

- Begin making arrangements for any special situations.
- Meals, snacks, sleeping arrangements, and recreational activities.
- Move to the safest place in the building.
- During windstorms, the safest places are interior walls. Avoid the gyms and stay away from windows.
- Flooding in Building
- Administrator's Responsibilities
- Secure the area.
- Evacuate areas, if necessary.
- Contact Maintenance at 6020.
- Monitor the situation.
- Signal "All Clear" when it is appropriate.
- Staff Responsibilities
- Take "To Go Bag" and class roster.
- Prepare to evacuate the area when given instructions.
- Keep everyone away from the flooded areas and electrical.
- Re-occupy the area when an "All Clear" is announced.
- Custodial Staff Responsibilities
- Keep the students/staff away from the flooded area.

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- Shut off the water to the area, if appropriate.
- Keep the Building Administrator advised of the situation.
- Clean up the area as directed.

General Procedures

- Call 911.
- The IC will keep a battery-powered radio turned to a local radio station for information.
- Determine appropriate response signal (Lock Down – Response or Evacuation).

Hurricanes

Definition: hurricanes are severe tropical storms that spiral around a calm center known as the eye. Wind speeds range from 74 miles per hour to a high of 220 miles per hour. Hurricanes may be accompanied by other severe storm hazards such as lightning, tornadoes, and flooding.

Hurricane Advisory – tells where the storm is located, the intensity of wind speeds, and the direction of movement.

Hurricane Watch – is issued for an area when there is a threat of hurricane conditions within 24 to 36 hours.

Hurricane Warning – is issued when hurricane conditions are expected in a specific area in 24 hours or less.

Lightning

Definition: lightning is produced in all thunderstorms. In general, if you are close enough to a storm to hear thunder, you are close enough to be struck.

Move inside as quickly as possible

If a building is not available move into a car with windows rolled up

If outside – spread out, keep several yards apart from each other

OFFICE PRIORITY

- LOCKDOWN NOTIFICATION
- GET THE DOORS AND COUNTER LOCKED
- CALL AREAS WITHOUT GOOD SPEAKERS (see Item 4 below)

**FIRST
PRIORITY**
Student & Staff
Safety First

EMERGENCY LOCKDOWN SITUATION—OFFICE CHECK LIST

CAMPUS NOTIFICATION.

Once you have been notified of an emergency situation, either (1) notify an administrator (AIC) (Chuck or Cris) of LOCKDOWN status who will then give campus-wide notice over the campus speakers OR (2) if an administrator is not immediately accessible, make an announcement over the campus speakers using the telephone, for example:

“This is Mr. Oseguera (or designee) in the office, we are in an emergency situation, go into LOCKDOWN and refer to your LOCKDOWN procedures. I repeat, we are in LOCKDOWN.”

CAMPUS PAGE INSTRUCTIONS: To page inside and outside:

On office telephones press the Page button down and make announcement while continuing to hold down the Page button. Release button to end page. (If it doesn't work, press the ICM button prior to pressing and holding down the Page button.)

CALL 911 (Glenn County Sheriff's Office), to report a LOCKDOWN incident at Hamilton High School/HUSD and provide necessary details. Once Law Enforcement arrives they take over in LOCKDOWN situation--they are in charge.

LOCKDOWN.

Also refer to Red LOCKDOWN emergency procedures (front/back). Coordinate the following items within the office: (Cristina or Christine will generally lock down doors and Jolene will coordinate the office duties and in her absence, see Cristina.)

LOCK FRONT LOBBY DOOR and POST LOCK DOWN FLYER. Lock all other doors: conference room door, staff room door, and office door.

Close & lock office counter window

Close all inner office doors, turn off lights of four offices and work from main office area. Office lights may remain on.

Business office staff will lock their doors and move to main office.

Pull all office curtains.

Turn off master bell system. (Cristina)

May move back to Cris' office/back offices to make phone calls

Close Chuck's door/blinds (Jolene).

Do not take outside calls.

Line 3070 will be the communication line between law enforcement, etc. so use it sparingly.

Use cell phones sparingly, as needed but keep in site in case called by admin.

Don't unlock doors for anyone. Admin in charge or law enforcement will use keys to enter office or classrooms.

If fire alarm goes off, stay put, call admin or law enforcement for directions.

DO NOT UNLOCK DOORS FOR ANYONE (not even Chuck or student)

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LOCK DOWN CALLS.

Call ASAP areas on/off campus that may not hear the campus if assigned not available: (Leave Jolene free for questions etc.) Report status of calls to Jolene. Don't call out on 3070—emergency line.

Jolene or Diane		ELLA B or Chris D.		Cristina or Christine	
Location	NO.	Location	NO.	Location	NO.
EBHS (remind to make their page and calls) Maria's Cell	826-3331 (if they don't answer, contact their list) 570-9520	Campus page "lockdown" from EBHS office then call Preschool 826-0341 Headstart 826-0317 HCDS 826-0504 Adult Ed 826-3331 x 202		Business Office Derek Hawley Ryan Bentz Janice Lohse	Ext. 6011/6012 6007 228-3586 570-3778
Hamilton Elem	826-3474 x0/222/226				
Marc/Maint. (He is to call his staff, bus drivers)	624-4607 cell 826-2003 office			HOP	826-0749
				PE Bernie or Matt or Paula	321-2632 356-5074 (916)230-7684

STUDENT ATTENDANCE.

(Christine, Chris D., Kristen, Diane) Using attendance form, call back to all rooms for attendance once everything organized (about five to ten minutes). (See daily bull and Aesop for class relocations). If teacher does not answer telephone and is not in Library or at off-site location, call Law Enforcement to check out in case of trouble.

"Do you have any students missing or any extra students? If so, what are their names?" Make list on form or piece of paper.

STAFF ATTENDANCE.

Do in conjunction with student attendance and then follow up on remainder. (See Aesop for staff locations and absences.)

Teachers need to be informed that if they take self or students off campus to safety, they need to call the office immediately on the 826-3070 number.

AIC.

Administrator-in-charge to be outside on campus to direct students to appropriate place. (E.g. P.E. class outside to softball or baseball dugouts.)

CONSIDERATIONS.

Consider impact on following and make any necessary calls/adjustments.

Bus schedule (check with Marc)

Cafeteria break and lunch schedules/food preparation (check with cook)

Sports schedules/coaches/umpires (check with athletic director)

UTILITY OUTAGE.

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Contact utility company to determine status and area of impact (Emergency tel. 896-4428, outage info 1-800-743-5002). If electricity outage, "down" computer servers and turn electrical items off, and unplug surge protectors for computers. (Check with Derek Hawley.)

MEDIA NOTIFICATION.

Admin-in-charge to notify the media if necessary--to get word out to parents.

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LOCAL NOTIFICATION. Notify the following persons/agencies as time permits, as directed by AIC:

Contact	Number
Board Members:	966-7712
Glenn County Superintendent of Schools	934-6575
Capay Elementary	865-1222
Lake Elementary	865-1255
Plaza Elementary	865-1250

ALL-CLEAR NOTIFICATION.

- When the situation is ALL-CLEAR, AIC or law enforcement will go to the office, each classroom, etc. using their key to unlock door, and announce all-clear in person—even off-campus areas, e.g. preschool. (AIC—Please release office first so we can start notifying off campus areas and respond to parent calls.)
- Office is to call back everyone from Item 4 they called that cannot be cleared by admin or law enforcement unlocking doors. Call Marc Eddy first.
- Call back to anyone called in Items No. 10 or 11.

Cell Phones:

Chuck 966-7712	Jolene T. 526-4342
Diane L. 519-4014	Kristen H. 570-8933
Marc 624-4607	Frank J. 520-9133
LeAnn R. 519-3611	Chris D. 586-1411
Cris O. 521-2665	Cristina R. 519-2140
Christine E. 514-3196	Kelly L. 321-7676
Maria R. 571-3023	Lupe M. 513-7036
Derek H.	Darcy 321-8959

Injury or Health Issues

Refer to Emergency Procedures
for Students and Medical Lists

Contacts

Mr. Oseguera 521-2665
Mr. Tracy 966-7712
Mrs. Christine Engel 514-3196
Mrs. Cristina Rios 519-2140
Mr. Ryan Bentz 228-3586
Ms. Erin Johnson 570-4201
Mr. Matt Jarvis 356-5074

NOTES:

- Latecomers to school (arrive while lockdown is in process): If have keys, get inside, otherwise go to bathroom or leave campus.
- Office staff may station themselves in the back office to be less vulnerable.
- Bathrooms: Boys next to Rm. 6, Girls next to Rm. 7, Library. Generally to be kept unlocked unless occupants want to lock until next person needs to enter, they need to let them in, at own risk. Law enforcement will escort people from the bathrooms to a safe place at their discretion. The library bathrooms: the outside library door into the library lobby is to remain unlocked for access to the bathrooms. Students are to be in the bathroom with no one loitering in the library lobby. The doors into the main library are to remain locked. Bathroom occupants are to remain in the bathrooms until picked up.
- Carry cell phones when out on campus. If you see a suspicious person or situation, get to safety and call office or 911 immediately.
- Law enforcement is the final word for starting and stopping a lockdown.
- When law enforcement shows up, they set up a command center.
- Our office will mainly be in contact with the law enforcement dispatcher.
- The first two law enforcement people on the scene where the threat is will be AIC. They will notify dispatch of situation, results of confrontation, etc. They have a plan of confronting each area of threat to eliminate it.
- Medical triage (incl. medical personnel, HC Fire Dept.) will be at an area away from the high school, even on a side street.

Severe Winds/Tornadoes

Definition: Tornadoes are extremely violent localized windstorms. A tornado is characterized by a funnel cloud that reaches to the ground with wind velocity inside the funnel as high as 200 miles per hour. Tornadoes are usually part of a severe thunderstorm and may be accompanied by lightning, high winds, floods, and flash floods from extremely heavy rainfall.

Tornado Watch – indicates that conditions are right for a tornado to develop and that the sky should be watched.

Tornado Warning – indicates a tornado has been sighted or is spotted on radar.

Warning of hurricane/severe wind/tornado will come from local authorities. If high winds develop during normal hours of operation, the following emergency actions should be taken:

If outside, proceed with caution to nearest building, if time permits. If time doesn't permit lie flat on ground, preferably in a ditch or culvert if nearby.

Students and staff should be assembled inside buildings; avoid auditoriums, gymnasiums, and other structures with large roof spans.

Implement Duck, Cover, and Hold On if necessary.

- Close windows and blinds.
- Move away from windows and remain near an inside wall on lower floors if possible.
- Relocate students from classrooms bearing full force winds.
- Have maintenance staff shut off gas and electrical power.

Sex Offense

All sex offenses, whether committed by or against a minor, are extremely serious and must be dealt with by school staff in an appropriate manner. The offenses may take the form of rape (consensual or not), indecent liberties, exposing, etc. When any of these or similar offenses occur or are suspected, the following procedures must be followed:

Regardless of when or where a sex offense occurred, the employee receiving the complaint must report to his or her principal/supervisor immediately.

If the victim is a student, also notify the ICPS, and the local police department.

The school principal/supervisor will notify the student/victim's parent or guardian, if appropriate, only after consulting with police or ICPS.

The school principal/supervisor will consider contacting the Police Department and/or Integrated Child Protective Services as well as notifying the victim and/or the family of available services, including immediate counseling, ongoing support, medical and legal advocacy, and a 24-hour crisis phone (858.560.2191).

If law enforcement is involved the crisis counseling can be done at the police station, the school site or the medical facility. Counseling services will be provided while a medical exam is being conducted.

If, after thorough investigation, the alleged perpetrator is identified as a student, the principal/supervisor will initiate appropriate corrective action and notify that student's parent/guardian of the incident.

NOTE: All alleged sex offenses should be treated as a crime and reported to the authorities immediately. It is not the school's responsibility to determine if a crime took place – leave that to the authorities. The school should not conduct internal investigations on alleged sexual offenses before determining if a call to the authorities is warranted.

Spilled Bodily Fluids

General Procedures

1. Contact the main office and locate a custodian for clean up.
2. Assess the need for medical help for the victim.
3. Wear disposable gloves and avoid getting spilled body fluids in your eyes, mouth, or open sores when assisting the victim.
4. After providing assistance to the victim, be sure to wash hands and arms with soap and water when gloves are removed.
5. If any students have been exposed to the victim's bodily fluids, send them to the school nurse for examination and care. Notify parent and request they bring clean clothes and make a medical follow up appointment.
6. The custodial staff should take special care in cleaning the body fluid spill. Use a germicidal disinfectant.
7. Place contaminated fluids and clean-up materials in plastic bags, seal bags or tie and place in a plastic-lined garbage container specially labeled for biohazard precautions.

Body Fluids Cleanup Kit

Kits for cleaning up body fluids should be provided for each classroom, office, school bus, and other locations as requested. Use the disposable gloves and absorbent wipes to clean up the material, and then dispose of the wipes in the zip lock bag. Disinfectant is also provided to spray on the contaminated area. Wash your hands thoroughly when the area has been cleaned. In addition to the lightweight gloves provided in the kits, heavier disposable gloves are provided for first aid, and reusable gloves are provided for custodians.

Blood borne Pathogen Cleanup Kit

Kits are provided for the protection of all staff and students of our school. The following is a list of supplies and procedures for the use of our Bloodborne Pathogen Cleanup Kits:

Supply Items:

- Instruction sheet for body fluid spill cleanup
- 1 quart Rubbermaid bowl and lid
- 2 pairs latex rubber gloves
- 2 large disposable towels
- 1 ½ gallon zip lock bag
- 1 8 oz. package of Sani-sorb bits
- 1 4 oz. Bottle of Virahol Disinfectant cleaner
- 1 large bandage

Cleanup Procedures:

- Open Rubbermaid bowl and put on latex gloves.
- Open up package of Sani-sorb bits and sprinkle the drying material over contaminated area.
- Using the zip lock bag and using the disposable towels, pick up the dried material and put it in the zip lock bag.
- Open the 4 oz. bottle of disinfectant and pour over the contaminated spot. Allow up to ten (10) minutes for disinfectant to work on sanitizing the area; then blot up the residue with the other disposable cloth and put the fluids and cleanup materials into the zip lock bag.
- Dispose of zip lock bag in our large outside trash container, not in room wastebaskets.
- Replenish the kit.
- Leave work orders for custodial staff to shampoo area of contamination.

Student with a Gun

General Procedures

NOTE: if the student is displaying a gun in a menacing manner, treat the incident as a hostage/armed intruder event (lock down – no response).

IN ALL OTHER SITUATIONS:

- Notify the IC.
- Assess information
- Keep calm until assistance arrives.
- Contact parents of the student(s) in possession of a weapon
- (or toy replica, including bb-guns, lighters in the form of a gun).

IC Responsibilities

- Call 911
- Respond to the scene and make an assessment of the situation. If the use of the weapon is not being threatened, time is on the IC's side.
- Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
- Wait for police officer(s) to conduct search.
- Turn all weapons over to the police.

Teacher/Staff Considerations

- Upon being made aware of the presence of a gun in school, notify the IC.
- Under no conditions should a teacher or staff member attempt to confront or to disarm the student.
- As long as the gun is not being displayed and no one is being threatened, time is on the teacher's side.
- If this event is occurring in a classroom, and time permits (at least ten minutes before classes change), send a message to the teacher next door.
- Meet the responding administrator at the door and advise him or her who the student is, where seated, and current behavior of the student.
- If there is less than ten minutes before classes change, wait until just before the bell is to ring and ask the student to remain in class to assist you with carrying something to the office.
- If #6 is not successful and the bell rings to change class, immediately tell the teacher next to your classroom of the situation and follow the student to their next class.
- Procedures for Dealing with Intelligence Regarding Weapons

Student has a Weapon, not on their Person, such as a locker or an empty classroom.

- Isolate the area.
- Remove all students and non-essential adults from the area to be searched.
- Post individuals at the perimeter of the area – ensure no one enters the area while the search is being conducted.
- Shut off bell system. Alert staff that the class schedule may be adjusted and to wait for further instructions.

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- Identify two individuals to conduct the search: one to perform the search and the other as a witness.
- One of these individuals should be an administrator when possible.
- If a hand-held scanner is available, run the scanner over the student's possessions.
- If the scanner is activated, carefully conduct a pat down search of the belongings.
- Safely secure all weapons and contraband found.
- Contact the Police and/or School Resource Officer and turn over ALL weapons.
- If a hand-held scanner is not available proceed with a pat-down search and follow steps b and c.

Student has a Weapon on their person (intelligence – weapon has not been confirmed).

IC Responsibilities

1. Call 911.
2. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
3. Wait for police officer(s) to conduct search.
4. Turn all weapons over to the police.

Suicide or Suicide Threat or Attempt

General Procedures

1. Always assume the victim is alive!
2. Administer emergency first aid.
3. Notify the IC.
4. Stay with the victim until help arrives.
5. Limit access to the immediate area until police arrive (treat as a crime scene).
6. Prepare an informational flyer for parents of the students in the victim's class.
7. Notify the Crisis Response Team and/or mental health service provider (Glenn County Department of Mental Health or contracted service provider).

IC Responsibilities

Actual

1. Assess the situation.
2. Call 911
3. Declare a Lock Down-Response.
4. Direct that appropriate notifications are made.
5. Isolate all witnesses; if they are students, notify their parents.
6. Direct that personal property of the victim is secured. This includes items in classroom and in locker.
7. If victim has siblings in your school, bring them to a secure area until their parents arrive at the school.
8. If victim has siblings in other area schools notify their administrators.
9. Be prepared to deal with the media.
10. Arrange for counselors for students and staff.
11. Make contact with parents of deceased student.

Attempted

1. Assess situation.
2. Direct that appropriate notifications be made.
3. If required, call 911.
4. Deal with siblings as set forth above.
5. If Lock-Down was not called, hold an emergency staff meeting at close of school to brief staff.
6. Arrange for additional counselors if needed.

Teacher/Staff Responsibilities

Actual/Attempted

1. Immediately notify the IC.
2. Administer first aid/CPR (if knowledgeable).
3. Secure the area until an administrator arrives on the scene.
4. Once relieved, teacher responds to his or her classroom and maintains order.

Rumors

1. Treat all verbal and written threats as a serious matter.
2. Immediately notify the IC about the information.
3. Assist in the evaluation of the threat with other staff.

Terrorist Acts

Definition: Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

Terrorism targets often include government and military facilities, infrastructures, businesses with symbolic value, religious institutions and public assemblies. Common terrorist attacks include, but are not limited to: bombs/explosives; malicious destruction of property; sabotage; arson; shootings; and the use or threatened use of chemical, biological or radiological agents.

In the event that any of the aforementioned occurs, immediately follow specific emergency response. Example: bomb or suspicious device found – follow protocols for bombs and suspicious device.

Warning, Intelligence or Suspicion

In the event there is a general warning of the possibility of a terrorist act occurring within the confines of Glenn County, in conjunction with Administrators, Glenn County Sheriff's Office and Glenn Emergency Management Agency, heighten security policies throughout the school, to include (but not limited to):

- Report suspicious personnel, vehicles or packages. Pay particular attention to school buses.
- Confirm the identify of all bus drivers. If you are unfamiliar with the driver – contact the bus company.
- Report all unscheduled buses on or near school property.
- Secure unused buildings or portions thereof
- Ensure positive identification and accountability for visitors
- Increase liaison with police – advise and update staff and students
- Increase patrols (perimeter and interior)
- Control and limit access to the building
- Cancel or suspend extra-curricular activities
- Inspect all buses used to transport students

Threat of Violence

This procedure should be followed if site personnel receive a threat may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication, web posting or phone call. The School Administrator should ensure that all threats are properly assessed and addressed.

General Procedures

1. The School Administration will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team and/or Leadership Team will conduct the threat assessment utilizing the risk analysis form. A law enforcement professional should be included in the assessment.
3. The assessment team will assess the warning signs, risk factors, stabilizing factors, and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Glenn County Sheriff's Office:
Category 1: High violence potential; qualifies for arrest or hospitalization

Category 2: High violence potential; does not qualify for arrest or hospitalization

Category 3: Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

Category 4: Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
4. In categorizing the risk, the assessment team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
5. The assessment team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The assessment team will recommend appropriate action to the School Administrator.
7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

Trespasser in Building

General Procedures

1. If the unauthorized visitor remains on the school property, notify law enforcement or IC of the situation and implement Lock-Down procedures.
2. If the trespasser refuses to register in the office and flees the scene, obtain an accurate description and inform the office.
3. Should a staff member observe a trespasser on school property; treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so. NOTE: If a staff member is uncomfortable approaching trespasser, notify the office immediately of their presence.
4. Teachers should recall students in halls, lock doors, and remain with their classes at all times.
5. When the trespasser has registered in the office, has fled or been escorted from the scene, make a P.A. announcement that the Lock-Down situation has ended, by announcing an 'all clear'.
6. Prepare for possible media coverage.
7. Consider formulating an informational flyer for parents.

Tsunami

General Description

A Tsunami is a series of traveling ocean waves of extremely long length generated by disturbances associated with earthquakes occurring below or near the ocean floor. There are two sources of tsunamis: remote and local. Remote tsunamis have been the most frequent to hit California and are generated by earthquakes off the coasts of Japan, Alaska, Hawaii, and Chile. River surge due to tsunami has been the greatest danger to inland communities. River surge due to tsunami have caused levee breach and flooding.

General Procedures

If you feel an earthquake, Drop, Cover, and Hold On until the shaking stops. Estimate how long the shaking lasted. If severe shaking lasted 20 seconds or more, immediately evacuate to high ground as a tsunami might have been generated by the earthquake.

- Call 911.
- The IC will keep a battery-powered radio turned to a local radio station or a NOAA Weather Radio for information – www.noaa.gov.
- The IC will determine the appropriate response (Lock Down – Team Response or Evacuation). Follow procedures for response action ordered.
- Do not leave the sheltered location or return to the evacuated area until it is deemed safe to do so by local officials.

Utility Loss or Failure

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

General Procedures

- Communicate with school administration when a power failure or loss of utilities in any part of the school building occurs.
- Call 911 and provide them with location and nature of the emergency.
- Inform the custodial staff of the situation.
- Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
- Locate flashlights with batteries to use until power comes back on. Do not use candles – this can cause a fire.
- Turn off sensitive electric equipment such as computers, DVD, and televisions.
- Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.
- Check the status of the fire alarm system. The system should have a secondary back up power supply and should be operating. This is important, as the cause of the electrical failure may be the result of an electrical fire condition.
- Assess need for further assistance. Contact the appropriate utility company.
- Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services.
- Should the school be without electricity for an extended period, notify appropriate individuals/agencies.
- As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
- If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Pages 141-144: Explosion/Risk of Explosion

Wild Fires

- The IC will declare a Shelter-in-Place*.
- Call 911
- This signal activates the School Emergency Response Team. Team members are to follow their pre-assigned roles as directed by the ID.
- If inside, teachers will keep students in the classroom until further instructions are given.
- If outside, students will proceed to their classrooms (if safe to do so). If not, teachers or staff will direct student into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
- Upon notification from IC, teachers are to secure individual classrooms:
 - Turn off local fans
 - Close and lock doors and windows
 - Seal gaps under doors and windows with wet towels or duct tape
 - Seal vents with aluminum foil or plastic wrap, if available

Site Security Team will assist in completing the procedures as needed: shut down the classrooms/buildings HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

IC will direct the Search Team collect the attendance sheets and secure the campus.

Community members will be invited into the school buildings for shelter. All community members invited into the school campus will be supervised by school personnel and will not be placed in the same room with students.

Account for all students and staff and maintain a roster of all additional adults and children who have entered the campus.

Be prepared to evacuate if requested to do so by local authorities.

**Plan Maintenance, Training
and
Vital Record Retention**

School Emergency Operations Plan Maintenance

Hamilton Unified School District's School Emergency Operations Plan is designed for efficient update and additions. The responsibility of maintaining the document is assigned to the Principal.

The Principal will conduct a thorough review of the plan annually:

- Updates shall be distributed every year as needed or when there are significant changes.
- This Plan is a management tool. The Sections of the Plan can be easily updated with minor modifications when there are changes to the school organization, systems, and/or new functional positions are added. It does not need updating every time site procedures change.
- Individuals with emergency assignments are to review their procedures and related information after activation, either simulated in drills or as an actual response. Individual Checklists are revised as needed. Additionally, individual users are encouraged to add supplemental materials to their Sections for a complete "response ready" Plan.
- The Checklists are designed to be used as worksheets. New and revised Checklists can be reprinted after activation. If additional pages are added and the school does not wish to renumber the entire Section, new pages can include the letters A, B, C, etc., respectively after the last page of the Checklists and inserted into an existing document.
- It is not necessary to reprint the entire document each time it is updated. The footer date should always be kept current and can include the word "Revised" to indicate the update.

Training Program

This Plan is consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) guidelines. The guidelines provide standardized training modules with competency requirements for each level of activation and responsibility. At a minimum, the following training program is recommended:

- Orientation
- All Hamilton Unified School District employees will attend a Plan review and orientation training either as a facilitated class or as computer-based training through the District's website.

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Training

The Principal and staff with emergency assignments in the Command Post should attend periodic special management Table Top Training in order to become familiar with the applied theory of the Incident Command System and functional management coordination.

Note: Table Top Trainings are the responsibility of the Glenn County Office of Education Coordinator. HUSD personnel will be assigned to such trainings when offered.

School Site Requirements

- “What If?” Scenarios
- The following will be addressed at the Glenn County Office of Education trainings.
- Table Top Exercise
- Emergency Drills
- Hamilton Unified School District will conduct one emergency lock-down drill annually.
- Fire drills will be conducted quarterly at all schools monthly at Hamilton High.
- Earthquake / “Duck, Cover, and Hold On” drills will be conducted quarterly.

Vital Record Retention

Hamilton Unified School District’s Technology Department is responsible for protecting vital records, and the maintenance of the back-up system, and archiving schedules.

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Homeland Security Advisory

Homeland Security Advisory Recommendations

(Based on American Red Cross Homeland Security Advisory American Red Cross –Hamilton Unified School District)

SEVERE (Red)	<p>Complete all recommended actions at lower levels. Listen to radio and TV for current information and instructions Be alert and immediately report suspicious activity to Police 911 Close school if recommended to do so by appropriate authorities 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff, and faculty. Offer lessons from Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" curriculum. Ensure School Emergency Response Team members are available for students, staff and faculty.</p>
HIGH (Orange)	<p>Complete all recommended actions at lower levels. Be alert and immediately report suspicious activity to Police 911 Review emergency procedures and supplies Offer lessons from Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" curriculum. Discuss children's fears concerning possible terrorist attacks in consultation with School Emergency Response Team. Prepare to handle inquiries from anxious parents and media.</p>
ELEVATED (Yellow)	<p>Complete all recommended actions at lower levels. Be alert and immediately report suspicious activity to Police 911 Ensure all emergency supplies are stocked and ready Distribute copies of Terrorism: Preparing for the Unexpected to students, staff and parents.</p>
GUARDED (Blue)	<p>Complete all recommended actions at lower levels. Be alert and immediately report suspicious activity to Police 911 Provide safety training to staff and practice emergency drills Review emergency supplies and supplement as necessary</p>
LOW (Green)	<p>Ensure School Emergency Operations Plan is current with team members and emergency telephone numbers Offer American Red Cross "Masters of Disaster" curriculum on emergency preparedness for natural disasters. Ensure selected staff members are trained on first aid and CPR.</p>

Master of Disaster Lesson Plans can be found at <http://redcross.org/disaster/masters/>

Terms and Acronyms

Terms and Acronyms

- **All Clear:** Verbal Command that signals the end of evacuation when conditions are acceptable for reentry of buildings, or that the crisis has ended.
- **Assembly Areas:** Designated meeting areas for students, employees, and visitors during emergency evacuation of all school buildings.
- **Drop Cover, and Hold On:** Shelter position under tables or desks or other protected places away from overhead fixtures, windows, high cabinets, and bookcases, for immediate individual protection during an emergency.
- **Emergency Evacuation Plan:** Official procedures for evacuation of all effected students, employees, and visitors to the school buildings upon order of the Principal and/or upon building alarm system activation, in the event of an emergency.
- **Fire Alarm:** Intermittent audio alarms that signals evacuation of buildings.
- **Mitigation Phase:** Phase of emergency management for site-specific action to minimize hazards and reduce the potential for injury or damage in an emergency.
- **Preparation (Preparedness) Phase:** Phase of emergency management for employee in-service training in emergency responsibilities, such as prevention of injuries and property damage, first-aid and other response and rescue operations, and for acquisition of adequate supplies and equipment required to respond to an emergency.
- **Recovery Phase:** Phase of emergency management for the initiation of short-range and long-range recovery plans at each effected site to return to normal operations following an emergency.
- **Response Phase:** Phase of emergency management in which all employees take appropriate steps in an emergency situation to put the emergency plan into action.
- **School Emergency Response Team:** Employee group assigned to perform a specific emergency function, such as Communications, Medical, Safety and Security, or Search and Rescue.
- **School Emergency Operations Plan:** Plan to protect the safety and welfare of student, employees and visitors in the offices, schools, and programs operated by the school and to assure the continued operation of the essential services of the school during a period of emergency.
- **Site Coordinator:** One person per building who functions as liaison between the command site and work site during an emergency.

Acronyms

ATF:	Bureau of Alcohol, Tobacco, Firearms and Explosives
ARC:	American Red Cross
BT:	Bioterrorism
CDC:	Center for Disease Control
CP:	Command Post
CT:	Chemical Terrorism
DMH:	Department of Mental Health (Glenn County)
DOH:	Department of Health (Glenn County)
DSR:	Damage Survey Report
EMA:	Emergency Management Agency
EOC:	Emergency Operations Center
FEMA:	Federal Emergency Management Agency
IC:	Incident Commander
ICP:	Incident Command Post
ICS:	Incident Command System
MACS:	Multi-Agency Coordination System
NIMS:	National Incident Management System
OES:	Office of Emergency Services (California)
PIO:	Public Information Officer
SEMS:	Standardized Emergency Management System
SERP:	School Emergency Operations Plan
SERT:	School Emergency Response Team
SOP:	Standard Operating Procedure
SVA:	Security and Vulnerability Assessment

Sample Parent Letters

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Sample School – Parent Letter

(date)

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the school has made preparations to respond effectively to such situations. In fact, public schools in Hamilton Unified School District are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at the school. Our school has a detailed emergency plan, which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at school until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card, which is required to be filled out by parents at the beginning of every school year. Please be sure to consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/She could walk to school if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Turn your radio to (insert stations) for emergency announcements. If students are to be kept at school, radio stations will be notified.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents or persons identified on the School Emergency Card. During an extreme emergency, students will be released at designated reunion gates/entrances located on school campuses. Parents should become familiar with the School Emergency Operations Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also including an out-of-state contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster or crisis at school or takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to

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continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

Insert information regarding lock-down

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Principal

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Sample Parent Letter – Emergency Drills

Dear Parent or Guardian:

The (insert school name) will be participating in a earthquake (or other type of emergency) drill on _____ at _____.

This drill will simulate an earthquake in the Northern California area. Schools have been built to strict building standards and they are considered the safest buildings in the community.

The students and staff will implement the School Emergency Operations Plan during the drill. The goals of the drill are to identify our ability to save lives, reduce injuries, and protect property. You are encouraged to participate in this drill. On this day your child will be dismissed at the regular dismissal time.

Prior to the drill, please talk with your family about your own home preparedness plan. Several resources are available to help you prepare at home. The American Red Cross has outstanding materials, and your own telephone directory has valuable emergency information as well. Both resources cover CPR and home preparedness.

Should you have any questions regarding this drill, please contact me directly at _____. We appreciate your concern and will be pleased to answer your questions and address your concerns.

Sincerely,

Principal
School Telephone Number

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Sample Disaster Volunteer Program Notice

In the event of a major emergency occurring during the normal school day, your local elementary, middle, or high school will need the assistance of its neighbors. Supplies will be needed to provide for the children, and volunteers will be needed to assist with clean up and the care and shelter of the children until they are picked up by a designated family member or friend.

If you wish to be a volunteer at your local school campus after an emergency, you must register with the school.

After you have registered, you will receive a photo ID. Your skills inventory will be sent to the local school. That school will welcome you on campus after a disaster and have a task ready for you to complete. You may also be asked to participate in emergency drills.

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Back-To-School Safety Reminders

With the new school year beginning it is important for students and the public to remember they need to exercise additional caution on or around school campuses. To ensure maximum safety of all students we suggest students and parents abide by the following guidelines set by the National Safe Kids Campaign.

Walking to School

Pedestrian injuries are the second leading cause of unintentional injury-related deaths among children ages 5-14. To avoid an injury, parents should:

Never let a child under age 10 cross the street alone.

Choose the safest route between home and school and practice walking it with children until they can demonstrate traffic safety awareness.

Make sure children use the same route everyday and teach them to avoid shortcuts.

Teach children to recognize and obey traffic signals and pavement markings. A flashing “walk” signal at a cross walk does not mean it is safe to cross. Children should know they must still look both ways for traffic before proceeding.

Teach children to cross streets only in crosswalks and to walk – not run – across intersections.

Emphasize to children that they should never enter streets between parked cars or from behind shrubbery. Such darting between objects results in the majority of child pedestrian deaths.

Remind children not to speak to strangers (someone they don’t know). If a stranger approaches a student, they should tell their parents or a teacher.

Riding Bicycles

Bicycle riding is a favorite mode of transportation for children, but it can often be dangerous – bicycles are associated with more childhood injuries than any other consumer product except the car. To make sure children are safe when riding bicycles to school, parents should:

Check with the school principal to make sure children are allowed to ride their bicycles to school, as some schools do not allow it.

Make sure children wear their bicycle helmets at all times while on their bicycle. Head injury is the leading cause of death in bicycle accidents. Studies say helmets can reduce the risk of head injury by as much as 85 percent.

Teach children to obey the rules of the road. They should know that the same rules that apply to other vehicles apply to them also. Bicycle riders should be on the right-hand side of the road, and should travel in the same direction as other traffic. They should also know and use appropriate hand signals. Choose the safest route between home and school and practice it with children until they can demonstrate traffic safety awareness.

Driving

Motor vehicle accidents are the leading cause of unintentional injury-related deaths among children age 14 and under, according to the National Safe Kids Campaign. Some 75 percent of these accidents occur within 25 miles of home, and 60 percent take place on roads with posted speed limits of 40 mph or less. Important safety guidelines parents should follow are:

Always use child safety seats and/or safety belts correctly when driving or riding in a car.

Drop children off as close to school as possible so they do not have to cross streets. Make sure children enter and leave the car on its curbside.

Use the school's designated student drop-off and pick-up zone.

It is important for parents to remember to always set a good example for children, whether walking, riding or driving.

DEATH NOTIFICATION

The difficult task of delivering death notifications is the responsibility of the law enforcement personnel. They have the training and resources necessary in carrying out such a notification.

In the event a victim survivor comes into contact with school personnel prior to law enforcement providing notification, escort the family to a private, comfortable setting until law enforcement personnel arrive, but defer giving out information.

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Sample Statement

Initial Announcement

Date:

To: Student and Staff

From: Principal

Subject: (Student/Staff Member Death of Serious Injury)

We have just learned of a tragedy involving a member(s) of our school. I regret to announce that _____ has died/been in a serious accident. As soon as we have more details, we will pass the information on to you.

I will be contacting the family to offer our support. You will be informed as to what the family may need/have planned and how/what you might do to comfort them.

This is a very difficult time for all of us so it is important that everyone stays in their classes and adheres to their regular schedules.

Our Crisis Assistance Team is on campus to help students, staff and parents who may need support in dealing with this situation. Your teachers will advise you of the location and times available for this support. Our counseling is located in Room _____ beginning ____ (time) through _____ (time).

Remember we will give you additional information as soon as it is available.

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Sample Faculty Memo

Date:

To: Faculty and Staff

From: Principal

Subject: Accident on Campus

We have had a tragic accidental death of a student in one of our third grade classrooms this morning. You may have heard the commotion and seen emergency personnel enter the building.

The children may be anxious and upset. Please advise them there has been an accident and the police and fireman are here to help. Encourage them to express their fears and scary feelings. The sirens and ambulance may remind them of accidents in their neighborhood or home. Reassure them that there is no danger to them – they are safe.

Please do not permit students to enter the north hallway. Exit the building and re-enter the west entrance to reach the cafeteria or gym. If your classroom is located in the north wing, remain in class until you are notified further.

We will give you additional information as soon as it is available.

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Sample Faculty Memo

Date:

To: Faculty and Staff

From: Principal

Subject: Death of a Staff Member

You may be aware that one of our teachers _____ died last night at 10:30 p.m. He/She collapsed at his/her home. The paramedics were called and he/she was transported to _____ hospital. He/she was unconscious and did not recover. The doctors assume it was a heart attack but the final 'cause of death' ruling is pending.

This is such a sad situation. It is difficult to lose a friend, colleague, and teacher who has been at _____ school for over _____ years. Thank you for being supportive and caring with each other at this difficult time.

Please advise your student so they will hear the sad news from you and hopefully prevent the spread of rumors.

The Crisis Assistance Team is available to all adults in the _____ and for students in the _____. Please send students needing assistance to the _____ with a pass.

If you would like a Crisis Assistance Team member to discuss the situation with your class, call the office and help will be there immediately. If any faculty or staff member needs assistance during class time, arrangements will be made to cover your class in your absence.

Information concerning services is pending and will be provided to you as soon as it is made available.

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Sample Faculty Memo

Date:

To: Faculty and Staff

From: Principal

Subject: Student Death

On Tuesday, May 7th, one of our students, _____ was killed at an intersection near school. Apparently a car drove through a stop sign and hit _____ in the crosswalk. He/she was taken to _____ hospital where he/she died at 5:46 p.m.

The driver did not originally stop, but later returned to the scene and turned himself into the police.

Since the accident occurred near the school, a number of students witnessed the tragic event. The Crisis Assistance Team will be on campus to provide support and counseling for all students affected. Crisis team members will meet with students, in the library, to assess their needs.

Since a large number of students may be upset by this, enclosed are some special passes to be used to send students to the library.

Information regarding funeral arrangements will be provided as soon as it is made available.

Hamilton Unified School District

Date

Dear Parents:

It is with deep sorrow that I report to you that one of our first grade students was struck and killed by a vehicle while walking to school this morning. I know you join me in extending our prayers and sympathy to the family.

A team of counselors has been made available today and will be available throughout the week to provide comfort and support to students, parents, and staff. If you would like your child to speak with a counselor regarding this tragedy, please feel free to contact the school office to let us know.

We have no further information available at this time however; we will keep you informed as information becomes available regarding services and donations to the family.

Sincerely,

Principal

Hamilton Unified School District

Date

Dear Parents:

It is with deep sorrow that I report to you that one of our 3rd grade students, _____, died from a sudden illness. I know that you join me in extending our prayers and sympathy to the family.

A team of counselors has been made available today and will be available throughout the week to provide comfort and support to students, parents, and staff. If you would like your child to speak with a counselor regarding this tragedy, please feel free to contact the school office to let us know.

We have no further information available at this time; however, we will keep you informed, as information becomes available regarding services and donations to the family.

Sincerely,

Principal

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Sample Internet Safety Letter

Dear Parents and Guardians:

The (insert school name) prides itself on providing a safe learning environment for its students. An emerging national concern is the inappropriate use of the Internet by students. This problem has the potential to be harmful, and we ask your support in assisting us with this challenge.

Across the nation, schools have seen an increase in negative student behavior as a result of messages written from home computers and posted to popular “social media” or “message exchange” Web sites. Social Media contains instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation.

Unfortunately, some of these Web sites are being used by child predators, “cyber bullies,” and con artists. To our knowledge, there are no adults officially responsible for monitoring the content on such Web sites, and some students use the sites to participate in online bullying or to threaten harm to other students. The so-called “cyber bullies,” mostly children between the ages of 9 and 14, use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of our schools, there have been instances of adults posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students’ home or school addresses, thereby becoming easy targets for predators.

The (insert school name) has blocked the use social media from our school computers. We will continue to block objectionable material, as we deem appropriate.

Parents should be aware of what their children are writing on the Internet and what others are posting in reply. Myspace.com, for example, is public domain, and anything posted there can be seen by anyone who has Internet access. Although most of what is written at Myspace.com is not immoral, offensive, or illegal, some of it is. If you choose to do so, you may investigate this site by personally going to Facebook, Myspace, etc.. (outside source). The service is free, and users may register using an e-mail address. Once you have registered, you can search by name and e-mail address to see if your child is registered. You can narrow the search results by entering the name of your city. You will be able to view the kinds of personal information, messages, diaries, and photographs that students post to this Web site.

Helpful Tips and Resources

We encourage you to talk with your son or daughter about the potential of the Internet. Ask if they have an account social media or similar Web sites. If your child is using such a site with your permission, you may want to review his or her profile to ensure that no personal and identifiable information has been posted.

We also encourage you to establish rules and guidelines to ensure the safety of your child while on the Internet. Some Web sites offer parental or family guidance for Internet safety; for example:

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SafeKids.com, located at www.safekids.org, and Web Wise Kids, located online at, by telephone at 866-web-wise, or by e-mail at webwisekids2@aol.com.

The (insert school name) will continue to provide Internet security within our school. It is important that parents also monitor Internet use at home.

Thank you for your support and cooperation in keeping our students safe. If you have questions or would like more information, please feel free to contact _____.

Sincerely,

Principal

Four phases of emergency response and crisis management

General Information Regarding Emergencies

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency preparedness 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.

Mitigation Phase

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, education of parents, students and teachers, and reducing the potential damage either to structures or their contents.

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.

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 these SOPs and checklists and periodically are trained in activation and execution.

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. 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.

Recovery Phase

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Recovery is taking all actions necessary to restore the area to pre-event conditions 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.

Four phases of Emergency Management and Crisis Response

Phase One: Prevention/Mitigation

Objective: Lessening the Probability of a crisis

Establishing a safe learning environment for all students and staff.

Staff development and training for all members of school community including parents, volunteers, and neighbors.

Collaboration with community agencies, health and social services agencies, neighbors, law enforcement, faith organizations, chamber of commerce, and political entities.

Youth Development Programs that serve as resources to the school, students, parents, and community.

Evidence-based model programs.

School safety assessments by an outside agency – School Safety Plan.

Policies and Procedures.

Accessibility.

Phase Two: Preparing

Give police an updated blueprint of the school for their files – update annually.

Develop a school Emergency Response Kit.

Adopt district School Emergency Operations Plan and update site-specific information.

Develop School Emergency Response Team.

Adopt district procedures related to emergency response.

Assign roles and responsibilities to staff members.

Practice emergency response drills.

Develop communication system proximal (on campus) and distal (off campus).

Translators/Bilingual resources – parent's unification center.

List of Community Support Services/Resources.

Be prepared to deal with a variety of crisis (i.e.: natural disasters, riot, see EOP for complete list).

Legal issues/confidentiality.

Phase Three: Response

Follow procedures outlined in the School Emergency Operations Plan.

Phase Four: Recovery

Be aware of legal issues.

Return to school.

Conduct an impact assessment.

Implement the recovery plan (based on the assessment).

Provide on-going debriefing for students, staff and parents.

Provide for physical needs.

Coordinate mental health services for students, staff and parents.

Assess psychological needs (on-going)

Provide safe rooms

Provide on-going support and debriefing as needed

Provide classroom activities for teacher

Communicate with parents

Be aware of connection between trauma and suicidal thoughts and actions

Decide how to handle funerals and memorials.

Be sure to acknowledge and thank those who assisted.

Know and connect with resources. Prepare for later reactions.

School Administrator's Emergency Planning Checklist

Preparedness

- ☐ Has your school fully implemented the School Emergency Operations Plan?
- ☐ Are you, your teachers, and your staff aware of everyone's roles and responsibilities under the plan?
- ☐ Does your plan incorporate the principles of NIMS?
- ☐ Is your staff trained to perform the responsibilities under NIMS and the School Emergency Response Team?
- ☐ Have you had drills and exercises that involve the performance of NIMS and SERT responsibilities?
- ☐ Have you conducted an inventory of the kinds of skills or needs of your staff? Have you conducted training in first aid, damage assessment, search and rescue and fire suppression?
- ☐ Does your staff know the location of the main gas, electricity and water shut-off valves? How many staff have been trained to check for damage and turn them off if the need arises?
- ☐ Have you made a list and a map of the location and availability of First Aid and other emergency supplies?
- ☐ Does your school have sufficient supplies (water, food, blankets) to handle emergency periods that may last up to 24 hours?
- ☐ Is everyone aware of primary evacuation routes and alternative routes? Do you drill using all evacuation possibilities?

Mitigation

What have you done to reduce your potential losses? Which of the nonstructural hazard mitigation measures below have been completed at your school?

- ☐ Has the School Emergency Operations Plan and the performance expectation been communicated to all employees?
- ☐ Is everyone educated to how NIMS works? Do they understand the basic principles?
- ☐ Is everyone trained in how to perform the (one or two) functions they will most likely be assigned to?

The five functions of NIMS provide for the performance of many tasks. Below are some specific tasks that must be attended to:

- ☐ Do you know how to survey for damage and report your damage to the appropriate agencies?
- ☐ Does the school have an arrangement with structural engineers who will report to the school directly after a disaster to determine the damage?
- ☐ How will you determine whether total or partial evacuation is necessary?
- ☐ Have you identified an evacuation site? Is there an alternate location if you cannot use your initial site? How will students go to the alternate site?
- ☐ Do you know whether or not your school has been designated as a potential mass care shelter?
- ☐ If some students are seriously injured, do you know what you will do with them?
- ☐ Has your school established check-out procedures to be taken before a student is released to an adult?
- ☐ Have you developed emergency sanitation procedures?
- ☐ Have you identified personnel who can translate information to non-English speaking parents?

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NIMS also provides for certain facilities and equipment:

- ☐ Has a primary and secondary Command Post or other central planning area been identified?
- ☐ Has the Command Post been equipped with maps of the campus, facilities and hazards in the area, an enrollment sheet for the current year, First Aid supplies, and other tools necessary to manage the emergency response activities after a disaster?
- ☐ Does your school have a back-up communications system such as a 800 megahertz or CB radio, a ham operation, or two-way radio to communicate with Emergency Operations Center? Are a number of people trained to use this equipment?
- ☐ Does your school have an internal communication system such as walkie-talkies, megaphones, or intercom?

Recovery

- ☐ Identify record keeping requirements and sources of financial aid for disaster relief?
- ☐ Establish absentee policies for teachers/students after a disaster?
- ☐ Establish an agreement with mental health organizations to provide counseling to students and their families after the disaster?
- ☐ Establish alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, etc.?
- ☐ Develop a plan for conducting classes if some of your facilities are damaged including half-day sessions, alternative sites, and/or portable classrooms?
- ☐ Become familiar now with the procedures involved, and forms used, in claiming disaster assistance from the state and federal governments. Work with your local emergency service professionals to polish your cost-recovery abilities?

Preventing the Crisis
Key Points

- Establish a safe learning environment
- Be knowledgeable of the characteristics of students and staff
- Improve Accessibility
- Foster Resiliency
- Provide Youth Development Programs
- Provide Evidence-based Prevention Programs
- Provide individualized intervention strategies
- Provide prevention and intervention training and/or staff development in diverse youth issues
- Collaborate with community agencies, health and social service agencies, law enforcement, volunteers, parents, faith-community and neighbors
- Develop School Policies and Procedures which involve youth in decision-making and which are clear and consistently enforced
- Seek periodic school safety assessment from an outside agency

Reunification Procedures

APPENDIX C

Student/Parent Reunification

I. AUTHORITY

See School Emergency Operations Plan, section Introduction and Promulgation.

II. PURPOSE

The purpose of this appendix is to provide for the orderly and coordinated reunification of students and families of all or any part of the population of the Hamilton Unified School District, if an emergency situation occurs that warrants evacuating and/or closing a district or school site early.

III. SITUATION & ASSUMPTIONS

Situation

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school or district facility is evacuated or closed as a result of a hazardous materials transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack.

Assumptions

Some parents will refuse to cooperate with the student/parent reunification process

Parents may be emotional when arriving at the school

While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.

Persons other than those on the student's emergency release form will try to pick up students during an emergency

IV. CONCEPT OF OPERATIONS

General

Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for Student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required. Hamilton Unified School District school and facilities must be prepared to conduct both small-scale and large-scale reunification at all times of the day both from known hazard areas and from unexpected incident locations.

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Hamilton Unified School District will use a double-gate system. Student/Parent Reunification Team members will be located in two areas. The first area, the “holding area,” will be where students can wait for their parents. The second area will include both the “report point” and the “student release point” where adult caregivers will report and wait for their students to join them.

These will be two distinctly separate areas, but they will be in close proximity to one another. Red Cross assistance, if available, will be utilized to increase staffing, to improve the communications capabilities and the conditions at both areas, and to make available refreshments at both areas.

Holding Area Operations - Designated classroom teachers will remain with their assigned students in the holding area. Each will have the list of the students assigned to their supervision, including the exact name of their parents/guardians. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted.

Release Gate Operations - When a parent/guardian arrives at the release point, s/he will be asked for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification). When the staff member confirms the parent/guardian's identity and authority to pick up the student, the staff member will use a runner or a radio/cellular telephone to notify the staging area that the designated student(s) are to be escorted to the release point. When the student(s) reports to the release point, the staff member will have the parent/guardian sign for the student(s) on Student Release Form and the student(s) are released to the adult caregiver. If the parent/guardian must be notified that their child(ren) have been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will ask the parent to report to a nearby room for further processing. The “notification room(s)” will be manned by member of the Crisis Response team.

Notification Room Operations - Crisis Response Team members will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:

Provide available information regarding the child(ren) in a sensitive way.

- Will assure the parent/guardian that everything possible is being done to safeguard their child or their child's remains.
- Will inform the parent/guardian where they are to await further information about how they will be reunited with their child(ren) or the remains of their child(ren).
- Will assist the parent/guardian with their trauma.
- Will make available to the parent/guardian means for communicating with other family members and supporters.
- Will shelter the parent/guardian from media representatives.

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At the end of the day, teachers or designated team members will call all those parents/guardians who have not yet picked up their child(ren). If the parent cannot be reached, the student will be transported to his or her home by school district personnel.

Student/Parent Reunification Decisions

The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:

- How will parents and guardians be advised of what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents and guardians?
- What transportation support is needed?
- What traffic control is needed?
- Does the anticipated duration of the evacuation make it necessary to activate shelter and mass care facilities?
- How will reunion areas be secured?

Reunifications that must be conducted because of incidents that occur without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

Traffic Control

- Traffic will be controlled by local law enforcement agencies.
- If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
- Where time permits, traffic control devices such as signs and barricades will be provided by the local government or first responder agencies, upon request.
- Law enforcement will request wrecker services needed to clear disabled vehicles from traffic routes.

Warning & Public Information

The Incident Commander will normally arrange for dissemination of information on the reunification process.

Advance Notice of Possible Early School Closure

For slowly developing emergency situations, advance warning should be given to parents as soon as it is clear that early school closure may be required. Such advance notice is normally disseminated through the media.

Reunification Notification

Reunification notification should be disseminated through all available warning systems.

Emergency Public Information

Warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. They are necessarily short and to the point. The public will often require amplifying information on what to do during the reunification process. The Public Information Officer (PIO) will insure that such information is provided to the media on a timely basis for further dissemination to the public. Provisions must be made to disseminate information to individuals with special needs, including the blind and hearing impaired.

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Amplifying instructions for reunification may include information on the location of holding area, and specific traffic routes,

When the incident that generated the need for reunification is resolved, parents and guardians must be advised when schools will reopen.

Access Control & Security

During reunification, the security of the holding area is extremely important. Staff and students must be removed from any and all danger. Student Release Team, Site Security Coordinator, Search and Rescue Teams, , and local law enforcement should establish access control points to limit entry into holding areas.

Actions by Phases of Emergency Management

Mitigation

Where possible, undertake mitigation for known hazards that have in the past led to situations requiring reunification.

Seek improvement to preplanned holding areas if needed.

Enhance warning systems to increase warning times and reduce the need for hasty evacuations.

Preparedness

To the extent possible, identify staff, students or parents with special needs who would require assistance in during the reunification process and maintain contact information for those individuals.

Identify primary and alternate reunification areas, taking into account capacities of holding area.

Review the disaster preparedness plans of special facilities and advise facility operators of any changes that may be needed to make them more workable.

Include reunification in the scenario of periodic emergency drills and exercises.

Conduct public information programs to increase staff, student and parent awareness of possible reasons for reunification, and preplanned reunification procedures.

Response

See the General Reunification Checklist.

Recovery

Initiate return of staff and students, when it is safe to do so.

Coordinate temporary supervision for those whose parents or guardians cannot be contacted.

Provide traffic control for return.

Carry out appropriate public information activities.

V. ORGANIZATION & ASSIGNMENT OF RESPONSIBILITIES

Organization

The normal emergency organization, described in Section 4 of the HUSD School Emergency Operations Plan, will plan and carry out student/parent reunification.

Incident Command System (ICS) – Emergency Operating Center (EOC) Interface

As noted previously, the Incident Commander will normally determine the need for, organize, and activate the student/parent reunification team.

The Incident Commander will normally manage reunification operations at the scene.

Assignment of Responsibilities

The Superintendent/Public Information Officer/Designee will:

- Approve release of warnings, instructions, and other emergency public information relating to reunification
- Direct the opening of shelter and mass care facilities, if needed.

The Incident Commander will:

- Identify risk areas in the vicinity in the incident site and determine protective actions for people in those risk areas.
- If evacuation of risk areas and special facilities is required, plan, organize, and conduct the evacuation with the resources assigned.
- Activate the Student Release Team to coordinate the reunification process

Student Release Team will:

- Develop materials for this annex
- Staff the Holding and Release Areas.
- Coordinate staffing for the Notification Room
- Follow all policies and procedures for reunification
- Supervise the reunification site
- Supervise releasing of students to their parents/guardians.
- Communicate with Operations regarding number of students remaining in holding area.
- Coordinate with transportation regarding transport of students whose parents or guardians are unable to pick up their child.
- Make arrangements for shelter of students whose parents or guardians are unavailable to pick –up their child.

The Student Release Team Leader will:

- Direct team activities
- Interact with the Incident Commander to identify problems and report status.
- Refer all outside requests for information to the Public Information Officer.

The Student Release Team Members will:

- Greet parents, guardians, or designees
- Greet and direct parents, guardians, or designees to the notification room as appropriate.
- Providing reassurance to parents, guardians, or designees

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- Maintain order.
- Issuing a tag or other identifications only to an authorized person.
- Dispatch runners to bring students to the release point.

Holding Area Team Leader/Assembly Area will:

- Report missing persons to the Incident Commander.
- Direct team activities
- Interact with the Incident Command to identify problems and report status.
- Collect the Injury and Missing Persons Report from the Team Members and make them readily available to the Incident Commander.

Assembly Area Team Members will:

- Maintain order
- Obtain reports of missing students
- Interact with the Holding Area Team Leader
- Verify release information when a student is requested
- Assist the reunion gate team

Local law enforcement and/or Site Security Coordinator and Search and Rescue Teams will:

- Assist in reunification by providing traffic control.
- Limited access to all areas of the school including reunification holding area.
- Coordinate law enforcement activities with other emergency services.
- Assist in warning the staff, students, and families.
- Provide information to the PIO for news releases to the public on the reunification process

The Fire Service will:

- Be responsible for fire protection in the reunification holding area.
- Assist in warning the staff, students, and family
- Assist in evacuating the disabled and other special needs groups to the reunification holding area.

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The Public Information Officer (PIO) will:

- Disseminate emergency information from the Superintendent/Principal/designee advising the public of reunification actions to be taken.
- Coordinate with area news media for news releases.

The local government or first responder agencies will:

- Provide traffic control devices upon request.
- Assist in keeping traffic routes to school open.
- Provide barricade and barrier to restrict entry to school areas and other areas where entry must be controlled.

The Transportation Officer will

- Coordinate transportation for students whose parents or guardians are without vehicles or who need assistance in reuniting with their children, determining and establishing pickup points if necessary.
- Provide information to the PIO on pickup points or special pickup routes for those who require transportation, so that this information may be provided to the public.
- Arrange for use of suitable host facilities.
- Request emergency assistance from local government if assistance cannot be obtained from other sources.
- Ensure assigned personnel are trained and knowledge of reunification procedures.
- Disseminate public information to advise relatives and the general public of the status of their facilities and the students.

VI. DIRECTION AND CONTROL

General

The Superintendent has the general responsibility for recommending evacuation or school closure when that is the most suitable means of protecting the staff and students from a hazard.

Evacuation Area Definition

The hazard situation which gave rise to the need for reunification should be continually monitored in case changing circumstances, such as an increase in rainfall or wind shift, change the potential impact area and, thus, the area that is being used for reunification.

Continuity of Government

The lines of succession for the Superintendent/Principal are outlined in the District Emergency Operations Plan.

Lines of succession for each department and agency head shall be according to the standard operating procedures established by each department.

VII. ADMINISTRATION AND SUPPORT

Reporting

Student/parent reunification efforts should be reported to the command function and disseminated during major emergency operations. The Situation Report format is provided in EOP Forms and Resources CD.

- Records
- Activity Logs.

The Incident Commander shall maintain accurate logs recording reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations.

- Documentation of Costs.

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

Post Incident Review

For reunifications, the Superintendent/Principal shall organize and conduct a review of emergency operations by those tasked in this appendix. The purpose of this review is to identify needed improvements in this plan, procedures, facilities, and equipment.

- Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by Hamilton School District.

VIII. ANNEX DEVELOPMENT AND MAINTENANCE

The Student Release Team is responsible for developing and maintaining this appendix. Recommended changes to this appendix should be forwarded as needs become apparent.

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This appendix will be revised annually or on an as-needed basis.
Departments and agencies assigned responsibilities in this appendix are responsible for developing and maintaining SOPs covering those responsibilities.

IX. REFERENCES

FEMA, Guide for All-Hazard Emergency Operations Planning (SLG-101).

X. APPENDICES

Appendix 1 Example and Explanation of Double Gate System

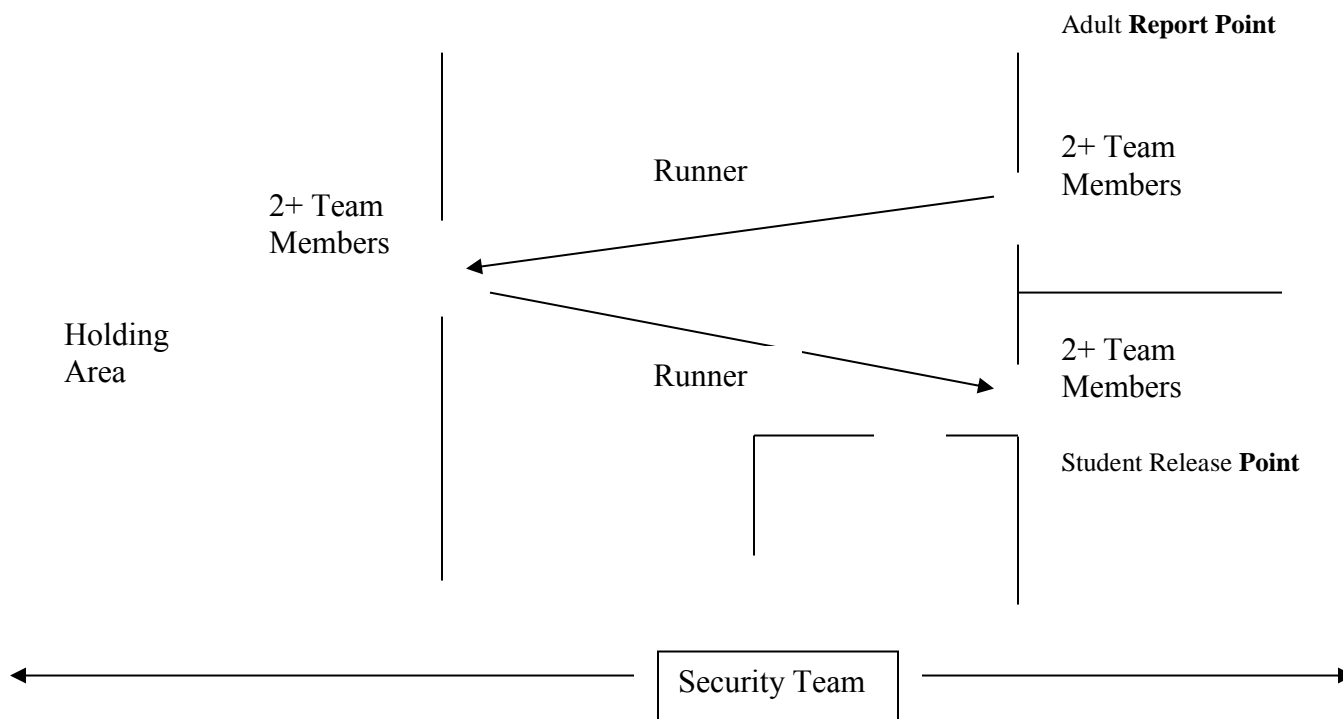
Appendix 2 Directions for Parent/Student Reunion Drill

Appendix 3 Reunion Sites

Appendix 4 Reunification Checklist

APPENDIX 1

Double Gate System



The double-gated system to be utilized when laying out the Student/Parent Reunification Site is depicted above. The parents or guardians picking up a student will report to the “Adult Report Point” at the upper right. Signs will be posted by the Student/Family Reunification Team and Security Team Members will be stationed to assist parents or guardians in finding the “Adult Report Point.” The arriving parents or guardians will be greeted by two or more members of the Student/Family Reunification Team who are working the report point. The Team Members will provide the parents or guardians a copy of the “Student Release Form” in Appendix 2, asking the parents or guardians to complete the first section. A Team Member will then confirm the identity of the parents or guardians utilizing a government issued picture identification (driver’s license, military ID, passport, etc.) and confirm that the parents or guardians are listed on the emergency data card for the student as being authorized to pick up the student. A Team Member will then complete the second section of the “Student Release Form” and hand it to a Runner to be carried to the Student Holding Area. The parents or guardians will be asked to step around to the “Student Release Point” and wait for the Runner to return. [NOTE: The “Adult Reporting Point” and the “Student Release Point” may be consolidated if there are too few Student/Family Reunification Team Members to run both locations.]

The Runner will deliver the “Student Release Form” to the two or more members of the Student/Family Reunification Team who are working at the entrance to the “Student Holding Area.” The Team Members will have the requested student report to them if the requested student is present in the holding area. A Team Member will then record on a roster they maintain that the student has been released from the holding area, check off the “Sent with

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

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

APPENDIX 2

Directions for Student / Parent Reunification Drill

What you need to do the drill:

Identification tags / volunteers:

- 3-7 Green - Runners – can be staff / volunteers / students
- 3 Red - security /counselor type person - staff / adult volunteers -1 at each post to help calm & explain process; prevent parents from running to field to pick up students without following the process. 1 at Request & 1 at Release, & 1 at First Aid.
- 3 Yellow – request gate -staff only
- 2-3 Blue – release gate adult or older student volunteers
- 2 Orange – staff or adult volunteers - student holding & attendance station
- 1 First Aid volunteer
- Parents 4 total - BJSB; (2 B parents, 1 J parent, 1 S parent)
- Students 3 total – BSJ (if not enough people to participate, use teddy bears)
- Teacher
- Emergency Information forms completed for each of the students
- Student Release / Runner forms at Request Gate
- Orange Binders “Confidential Student Emergency Information” at Request Gate
- Signs identifying the Request, Release, Holding Areas, etc.
- Location pre-identified for parent reunion (small signs – not so visible to avoid confusion)
- Pens and/or pencils / tape / paper

Prior to the drill:

- ☐ Train staff and student runners in the reunion procedures
- ☐ Determine the date and time the drill will begin
- ☐ Decide location for parent request / check-in

- ☐ Post visible signs
- ☐ Place students with ID Tags in various locations - holding and first aid
- ☐ Distribute Parent ID tags to volunteers and ask them to wait at the check-in area
- ☐ Keep Emergency forms alphabetized in orange CONFIDENTIAL Emergency

Information binders

Now you are ready to start the drill

Parents begin arriving at request / check-in

- ☐ Parent completes Release Form box 1 at Request Gate or at location in front of Request Gate
- ☐ Only Staff members can check Emergency Information forms (kept alphabetically in orange books– confidential information); staff to verify Photo ID & sign off in box 2
- ☐ Parent goes to Student Release Area to wait (may be escorted by runner if necessary)
- ☐ Runner takes form with them then gets student from Holding-Area
- ☐ Holding-Area Staff complete box 3 & return form to runner informing runner of the student location
- ☐ Runner takes form, gets student, and goes to Release Gate personnel. If a student is in first aid, attendance /holding area staff will mark the first aid box on the form; runner will then go to First Aid. First Aid Security/Counselor Staff will either direct runner to bring parent back to First Aid or if student is okay to leave, release student at that point to go with runner to Release Gate. If student is missing, seriously injured or dead, the parents or guardian will be led to the Notification Room for further information
- ☐ Release Gate personnel checks box 4, verifies it is the same person as box 1, verifies photo ID if available or student / adult verification of identity if ID not available; Release Gate personnel signs off on box 4
- ☐ Parent or person picking up student signs in box 5, writes destination/phone, time & date
- ☐ Runner takes form back to Request Gate staff to file behind Student Emergency Form in case someone comes there looking for same student at a later time
- ☐ Runner is now ready for next form

APPENDIX 3
Student/Parent Reunification Sites

Indoor Reunification site #1

Release Gate Location:

Holding Area Location:

Notification Room Location:

Indoor Reunification site #2

Release Gate Location:

Holding Area Location:

Notification Room Location:

Outdoor Reunification site #1

Release Gate Location:

Holding Area Location:

Notification Room Location:

Outdoor Reunification site #2

Release Gate Location:

Holding Area Location:

Notification Room Location:

Appendix 4
Student/Parent Reunification Checklist

Student Release Team members:

Team Leader(s) _____

Team Members _____

B. Reunion Box

- _____1. Copy Student Emergency Release Form
- _____2. Authorization to Release Student in Emergency forms
- _____3. Student Accounting
- _____4. Runner Form
- _____5. Signage (REUNION SITE)
- _____6. Class Rosters