Saugus High School
Safe School Plan
2017-2018

Committee Members
Vince Ferry, Principal
Rich Bahr, Assistant Principal
Seth Groller, Teacher
Gus Rocha, Plant Manager
Jim Mercadante, Lead Campus Supervisor
Eden Kornegay, Lead Campus Supervisor
Tom Drake, Deputy Sheriff
Anita Ondra, Staff Member
Delia Navarrete, Staff Member
Goal #1 Saugus High will develop a process to inform substitute teachers of proper procedures for lockdown incidents and safety drills.

Goal #2 Saugus High will reduce the frequency of student physical altercations.
## 2016-17 Suspensions/Expulsions

### Saugus High School Report (19-65136-1931740)

**Report Description**

**Report Glossary**

**Report Options and Filters**

<table>
<thead>
<tr>
<th>Education Code Section</th>
<th>Student Offense Name</th>
<th>Total Count of Offenses Committed</th>
<th>Count of Offenses Resulting in an Expulsion</th>
<th>Count of Offenses Resulting in a Suspension</th>
<th>Count of Offenses Resulting in a Disciplinary Diversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>48900(a)(1)</td>
<td>Caused, Attempted, or Threatened Physical Injury</td>
<td>21</td>
<td>0</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>48900(a)(2)</td>
<td>Used Force or Violence</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
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<tr>
<td>48900(c)</td>
<td>Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant</td>
<td>10</td>
<td>0</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>48900(f)</td>
<td>Property Damage</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>48900(g)</td>
<td>Property Theft</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>48900(h)</td>
<td>Possession or Use of Tobacco Products</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>48900(j)</td>
<td>Obscene Acts, Profanity, and Vulgarity</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
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<tr>
<td>48900(k)</td>
<td>Disruption, Defiance</td>
<td>77</td>
<td>0</td>
<td>8</td>
<td>69</td>
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<tr>
<td>48900.4</td>
<td>Harassment or Intimidation</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<tr>
<td>48915(a)(3)</td>
<td>Possession of Controlled Substance</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>48915(c)(3)</td>
<td>Sale of Controlled Substance</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>121</td>
<td>0</td>
<td>40</td>
<td>81</td>
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</tbody>
</table>
2015 Reported Crime in Santa Clarita

The table provides a full overview of all reported crimes in Santa Clarita, CA for the year. The sum of the recorded criminal acts in Santa Clarita, CA is displayed; for comparisons, each offense is also shown in regards to the amount of offenses per 100,000 people. The crime data reveals that the overall Santa Clarita, CA crime rates are 53% lower than in comparison to the California mean and are 55% lower than the nation’s mean. With regard to violent offenses, Santa Clarita, CA has a rate that is 63% lower than the California average; compared to the United States, Santa Clarita’s rate is 59% lower.

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Reported Incidents</th>
<th>Santa Clarita Per 100,000</th>
<th>California Per 100,000</th>
<th>National Per 100,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Crime</td>
<td>2744</td>
<td>1326</td>
<td>2837</td>
<td>2962</td>
</tr>
<tr>
<td>Murder</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Rape</td>
<td>15</td>
<td>7</td>
<td>30</td>
<td>37</td>
</tr>
<tr>
<td>Robbery</td>
<td>92</td>
<td>44</td>
<td>126</td>
<td>102</td>
</tr>
<tr>
<td>Assault</td>
<td>199</td>
<td>96</td>
<td>237</td>
<td>233</td>
</tr>
<tr>
<td>Violent Crime</td>
<td>307</td>
<td>148</td>
<td>396</td>
<td>366</td>
</tr>
<tr>
<td>Burglary</td>
<td>613</td>
<td>296</td>
<td>522</td>
<td>543</td>
</tr>
<tr>
<td>Theft</td>
<td>1581</td>
<td>764</td>
<td>1527</td>
<td>1837</td>
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<tr>
<td>Vehicle Theft</td>
<td>243</td>
<td>117</td>
<td>391</td>
<td>216</td>
</tr>
<tr>
<td>Property Crime</td>
<td>2437</td>
<td>1178</td>
<td>2441</td>
<td>2596</td>
</tr>
</tbody>
</table>
CHILD ABUSE
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 4113.1 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 Director of Pupil Personnel Services. 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.

DATE: May 13, 1986
BOARD APPROVED (WHEN APPROPRIATE):
REVISED: September 2, 1986
November 14, 1986
LEGAL REFERENCE:
Penal Code Section 11165 et seq
The Governing Board recognizes that the district has a responsibility to facilitate the prompt reporting of incidents of child abuse and neglect. The superintendent or designee shall ensure that parents/guardians have access to procedures whereby they can report suspected child abuse at a school site to appropriate child protective agencies.

(cf. 1312.1 - Complaints Concerning School Personnel)
(cf. 5141.41 - Child Abuse Prevention)

The superintendent or designee shall establish regulations for use by employees in identifying and reporting child abuse.

District employees shall report known or suspected incidences of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating, and prosecuting cases of child abuse.

(cf. 4112.9 - Signed Statements)

The superintendent or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The superintendent or designee shall also provide training in the duties of child abuse identification and reporting to instructional and teacher aides, teacher assistants, and other classified employees. (Penal Code 11165.7)

Legal References (See next page)
CHILD ABUSE REPORTING PROCEDURES

Duty to Report
Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

Definitions
1. "Child Abuse" includes the following:
   a. A physical injury inflicted by other than accidental means on a child by another person.

   b. Sexual abuse of a child.

   c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person’s care or custody.

   d. Unlawful corporal punishment or injury resulting in a traumatic condition.

   e. Neglect of a child or abuse in out-of-home care.

2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:

   Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of child care institutions, headstart teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs, and those instructional aides or other classified employees trained in child abuse reporting.

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation.
CHILD ABUSE REPORTING PROCEDURES (continued)

Instructions are included on the form, and reporters may ask the site administrator for help in completing and mailing it; however, the mandated reporter is personally responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall inform the superintendent or designee.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing of these forms.

If the mandated reporter does not disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name.

Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. If a mandated reporter fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to $1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.

3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.
CHILD ABUSE REPORTING PROCEDURES  (continued)

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form.

(cf. 5145.11 - Questioning and Apprehension)

When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Pending the outcome of an investigation by a child protective agency and before formal charges are filed, the employee may be subject to reassignment or a paid leave of absence.

Upon filing formal charges or upon conviction, the district may take disciplinary action in accordance with law, district policies, regulations, and/or collective bargaining agreements. The superintendent or designee should consult with legal counsel in connection with either suspension or dismissal of the employee.

(cf. 4117.4 - Dismissal)
(cf. 4118 - Suspension/Disciplinary Action (Certificated))
(cf. 4218 - Suspension/Disciplinary Action (Classified))
SUSPECTED CHILD ABUSE REPORT
To Be Completed by Reporting Party
Pursuant to Penal Code Section 11166

A. CASE IDENTIFICATION

TO BE COMPLETED BY INVESTIGATION CPA

VICTIM NAME: _______________________________________

REPORT NO./CASE NAME: ______________________________

DATE OF REPORT: ________________________________

B. REPORTING PARTY

NAME/TITLE

ADDRESS

PHONE ( ) DATE OF REPORT SIGNATURE

C. REPORT SENT TO

POLICE DEPARTMENT SHERIFF'S OFFICE COUNTY WELFARE COUNTY PROBATION

AGENCY

ADDRESS

OFFICIAL CONTACTED

PHONE ( ) DATE/TIME

D. INVOLVED PARTIES

PARENTS SIBLINGS VICTIM

NAME (LAST, FIRST, MIDDLE)

ADDRESS BIRTHDATE SEX RACE

PRESENT LOCATION OF CHILD

PHONE ( )

NAME (LAST, FIRST, MIDDLE)

ADDRESS BIRTHDATE SEX RACE

1. 

2. 

3. 

4. 

5. 

6. 

NAME (LAST,FIRST,MIDDLE)

BIRTHDATE SEX RACE

NAME (LAST,FIRST,MIDDLE)

BIRTHDATE SEX RACE

ADDRESS

HOME PHONE ( ) BUSINESS PHONE ( )

ADDRESS

HOME PHONE ( ) BUSINESS PHONE ( )

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX.

1. DATE/TIME OF INCIDENT PLACE OF INCIDENT (CHECK ONE) OCCURRED OBSERVED

IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:

FAMILY DAY CARE CHILD CARE CENTER FOSTER FAMILY HOME SMALL FAMILY HOME GROUP HOME OR INSTITUTION

2. TYPE OF ABUSE: CHECK ONE OR MORE)

PHYSICAL MENTAL SEXUAL ASSAULT NEGLECT OTHER

3. NARRATIVE DESCRIPTION:

4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED:

5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:

INSTRUCTIONS AND DISTRIBUTION ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is not unfounded.

Police or Sheriff-WHITE Copy; County Welfare or Probation-BLUE Copy; District Attorney-GREEN Copy; Reporting Party-YELLOW Copy
DISASTER PREPAREDNESS
CRISIS MANAGEMENT
Wm. S. Hart Union High School District

Saugus High School

EMERGENCY INTERVENTION ACTION PLAN

PURPOSE: To respond to physical, psychological and emotional need manifested as a result of an emergency, e.g., a death, serious accident, suicide, earthquake, a weapon and/or deadly force being used on campus, chemical seepage, etc.

PROCEDURES: When an emergency incident occurs, take immediate action: report the incident and any action taken to the Emergency Crisis Team (ECT) Leader, who will assemble the ECT, make an assessment of the situation, take any further action deemed appropriate, and report the incident to the district office.

CRISIS TEAM MEMBERS

<table>
<thead>
<tr>
<th>Team Leader</th>
<th>Extension</th>
<th>Telephone</th>
</tr>
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<tbody>
<tr>
<td>Vince Ferry, Principal</td>
<td>2311</td>
<td>510-1549</td>
</tr>
<tr>
<td>Rich Bahr, Asst. Principal</td>
<td>2341</td>
<td>904-4735</td>
</tr>
<tr>
<td>Diane Hamburger, Asst. Principal</td>
<td>2321</td>
<td>310-8775</td>
</tr>
<tr>
<td>Marcus Garrett, Asst. Principal</td>
<td>2331</td>
<td>212-2764</td>
</tr>
<tr>
<td>Shellie Holcombe, Asst. Principal</td>
<td>2372</td>
<td>618-3411</td>
</tr>
<tr>
<td>Dianna Rose, Head Counselor</td>
<td>2606</td>
<td>373-1216</td>
</tr>
<tr>
<td>Tom Drake, Deputy</td>
<td>2605</td>
<td>510-2712</td>
</tr>
<tr>
<td>Gail Gasbarro, Counselor</td>
<td>2345</td>
<td>297-3689</td>
</tr>
<tr>
<td>Dan Blanchfield, Counselor</td>
<td>2333</td>
<td>513-0084</td>
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<tr>
<td>Marty Fricke, Counselor</td>
<td>2343</td>
<td>803-4710</td>
</tr>
<tr>
<td>Salim Raza, Counselor</td>
<td>2342</td>
<td>818-370-8568</td>
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<tr>
<td>Tiffany Harris, School Psych</td>
<td>2607</td>
<td>661-753-6063</td>
</tr>
<tr>
<td>Gus Rocha, Head Custodian</td>
<td>2046</td>
<td>510-0782</td>
</tr>
<tr>
<td>Millie Gaines, Admin. Asst.</td>
<td>2310</td>
<td>296-9611</td>
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DISASTER CHAIN OF COMMAND

1. Vince Ferry Incident Commander
3. Shellie Holcombe Intelligence Sect. Chief
5. Dan Blanchfield Finance Sect. Chief
6. Diane Hamburger Information Officer
7. Gail Gasbarro Counselor
8. Marty Fricke Counselor
9. Salim Raza Counselor
10. Sherry Kunda Counselor
11. Dianna Rose Counselor
12. Crystal Hilstein Dpt Ch
13. Seth Groller Dpt Ch
14. Dan Nickels Dpt Ch
15. Christian Standley Dpt Ch
16. C. Beckham-Juarez Dpt Ch
17. BJ Layton Dpt Ch
18. Wade Williams Dpt Ch
19. Laurie Roland Dpt Ch
20. Marc Stephenson/K. Botton Dpt Ch
21. Jim Klipfel Dpt Ch
22. Beth Larsen Dpt Ch
23. George Lopata Dpt Ch
24. Gus Rocha Head Custodian
GENERAL GOALS WHEN A CRISIS OCCURS

1. Secure accurate information on the crisis.
2. Plan a preliminary course of action.
3. Convene the Crisis Team in the Coordinator’s office prior to a general staff meeting.
4. Execute individual duties of the Crisis Team (as previously assigned; see below).

**Role of the Crisis Team Coordinator**

1. Obtain factual information of incident from source, and/or immediate verification of death or incident facts from Sheriff’s Department.
2. Call 911 if needed
3. Notify district superintendent: situation, status, actions taken and recommended, e.g., evacuation of buildings, early release of students, assistance with media, etc.
4. Notify school’s Crisis Team members.
5. Set and conduct staff meeting times. If crisis happens after hours, two mandatory staff meetings should be held prior to beginning of period 1 and period 2 of the new school day, and a third meeting for after 9:30 A.M., for later arriving staff. Notify staff via Crisis Telephone Tree. Information included in message: What happened? Who? When? Where? Current Status? Staff meeting times?
6. Meet with Crisis Team Members in Coordinator’s Office.
7. Collaborate with Information Officer to put into action the planned news media control procedures.
8. If news is received during the school day of a death, arrange immediate escort home of deceased person’s siblings and other family members if needed.
9. Designate individual(s) to contact or meet with families directly related to the crisis.
10. Conduct mandatory staff debriefing meeting at the conclusion of each workday.
11. Maintain school day as best as possible.

**Role of Security Officer**

1. Attend Crisis Team Meeting in Coordinator’s Office.
2. If authorized by the Crisis Team Coordinator, give the appropriate building emergency response as per the Crisis Management Plan.
3. Assist the Crisis Team Coordinator as needed.
4. Assume the role of the Crisis Team Coordinator in his/her absence.
5. Notify/coordinate security staff.
6. Be the liaison to Sheriff’s Department, Fire Department, and EMT’s.
7. Communicate press parameters to Campus Security

**Role of Information Officer**

1. Attend Crisis Team Meeting in Coordinator’s Office.
2. Immediately following the Crisis Team meeting, disseminate the current, factual information to all staff.
3. Activate Crisis Telephone Tree, if directed by the Team Coordinator.
4. Coordinate with Principal regarding communication to press.
5. Prepare script for answering inquiries and a written news release (provide Principal’s Secretary with a copy of the script).
6. Keep receptionist informed of what information may be shared as calls come in about the incident.
7. Coordinate with ELL Coordinator the establishment of office phone extensions to be designated as phone lines for non-English speaking callers to have questions answered.
8. Control/limit access to all other written material.
9. Designate and communicate grounds access parameters for news media to minimize disruption to school activities.
10. Notify Security Officers as to what the parameters are for news media.

**Role of Facilities Officer**
1. Attend Crisis Team Meeting in Coordinator’s Office.
2. Provide blueprints and maps of school campus to Emergency Personnel (i.e. police, fire department, SWAT, etc).
3. Provide access keys.

**Role of the Secretary**
1. Attend Crisis Team Meeting in Coordinator’s Office.
2. Information Disseminator: Secure all information and assist the Information Officer with the preparation of drafts for press release, principal’s usage, and to parents.
3. Phone neighboring schools that may be affected by the crisis.
4. Supervise all outside phone calls inquiring about information on the crisis (use script prepared by Information Officer to address the inquiries).
5. Notify office staff of general information and updates; respond factually to staff inquiries.
6. Facilitate communication amongst office, classified personnel.

**Role of the Psychologist**
1. Attend Crisis Team Meeting in Coordinator’s Office.
2. Coordinate with Counselor Coordinator Mental Health stations for students and staff.
3. Debrief with the Crisis Team and general staff.
4. Debrief with Counselors and Administrators.

**Role of Counselor Coordinator**
1. Attend Crisis Team Meeting in Coordinator’s Office.
2. Coordinate with secretary in charge of substitutes and list absentee staff.
3. Direct Counselors to complete pre-assigned tasks as follows:
   A Person: Pull schedules of students involved.
   B Person: Placeholder for victim(s) (the Placeholder is the person who follows the victim’s schedule to assist others in dealing with the loss).
   C Person: Contact all outside agencies located on counseling contact sheet.
   D Person: Coordinate with the psychologist the establishment of Mental Health stations on campus (i.e. conference rooms and library).
   E Person: Available for individual contact with students and staff in need.

*Note: As individual jobs are completed, all counselors should be available to man the Mental Health stations.

**Role of Teacher Liaisons**
1. Attend Crisis Team Meeting in Coordinator’s Office.
2. Initially assist in preparation at the beginning of a crisis.
3. Assist in information management.
4. Coordinate informing students with Student Liaison.
5. Assist Secretary in disseminating information.
6. General assistance
**Role of Student Liaisons**

1. Attend Crisis Team Meeting in Coordinator’s Office
2. Coordinate with Crisis Team Coordinator and Information Officer what information and how that information will be disseminated to students.
3. Assist in maintaining a calm atmosphere at school.
4. Maintain communications with the Crisis Team Coordinator to stay updated with any changes in the status of the situation and to keep the Coordinator informed of student activity.

**Nurse/Health Aide**

1. Attend Crisis Team Meeting in Coordinator’s Office.
2. Assess initial medical needs and supplies/activate First Aid Team as needed.
3. Communicate/contact support that may be needed from Administrative Center nursing staff.
4. Carry out regular duties as per Disaster Plan.
EVACUATION PROCEDURES

The school maps that should be displayed currently in every room describe egress routes to the designated Assembly Areas (football field). Teachers should escort their students to the designated Assembly Area assigned to their classroom whenever evacuation is necessary. It is important that teachers take their roll books and the Emergency Plan backpack with them to the Assembly Area. Attendance is always taken immediately upon arriving at your location in the Assembly Area.

Teachers must be prepared to report missing students to the Accountability Team soon after they reach the assembly area. Only those students who were present prior to the evacuation and are no longer present should be reported.

Area Coordinators

Analia Paniagua    L Building
Maria Fulkerson    M Building
David Russell    K Building
Linda Culotta    Q Building
BJ Layton    J Building
Allison Stuart    H Building
Bradford Sayer    X Building
Tiffany Harris    R Building
Jim Klipfel    P Building
Dawn Herbert & Leonard Friedman  C & D Building
Will Barnwell, Dan Nickels, Jay Jarrett A, B & E Buildings
Courtney Miller    Gym
Tina Masters    F Building

Most practice evacuations will be signaled audibly by bells and visually by blinking strobe lights (in equipped areas).

Following a disaster, all classes will be systematically directed into the football field.

1. Repeating bells ....................... FIRE, EARTHQUAKE
(For an earthquake drill, “This is an earthquake simulation exercise,” will be announced over the public announcement system prior to and during the alarm sounding.)

2. Announced over the public announcement system with instructions to be followed explicitly ............ BOMB THREAT, HAZARDOUS MATERIALS, etc.

3. One long bell ......................... ALL CLEAR - return to classrooms

When an alarm goes off during a passing period or a break: faculty, must report to their Assembly Area locations and students are to report to their period 4 teacher in the Assembly Area. Be sure to inform your period 4 class each semester of this and where you will be located in the Assembly Area.

When an incident occurs during a student’s open period, s/he is to report immediately to the Command Post at the outdoor basketball courts beside the gymnasium and report in to the accountability personnel. They will then be assigned to the Command Post resource pool.
In the event that power is lost to the school and bells are not available: teachers should exercise conservative judgment and evacuate if they believe an emergency condition exists in their classroom. Regarding earthquakes, the quakes and aftershocks can differ in their impact on classrooms and equipment within classrooms. If you feel that students could be in danger, then please evacuate your classroom.
Our basic emergency plan has notification of the Emergency Crisis Team (ECT) as the first step in every emergency situation that is not considered a disaster. Whenever a disaster occurs, the ECT will meet at the earliest possible time to determine the appropriate course of action. The actions will vary with different types of disasters. Once the action to be taken has been determined, the appropriate team coordinators will begin to mobilize their groups into action. If the designated Coordinator is not available, the Assistant Coordinator will assume those responsibilities.

**COMMAND POST MGT. TEAM**
- Vince Ferry – Incident Commander
- Rich Bahr - Operations Sect. Chief
- Shellie Holcombe – Intelligence Sect. Chief
- Marcus Garrett - Logistics Sect. Chief
- Dan Blanchfield - Finance Sect. Chief
- Diane Hamburger – Information Officer
- Millie Gaines - Administrative Asst.

**FIRST AID TEAM**
- Anita Ondra-Coordinator
- Derek Ballard
- Kent Eaton
- Ken Jeffris
- Rene Paragas
- Courtney Miller
- Brant Botton
- Jason Bornn
- John Maggiora
- Doug Maggiora
- George Lopata
- Krista Botton
- Eden Kornegay
- Christian Standley
- Anna Mc Afee
- Kevin Miner

**MENTAL HEALTH TEAM**
- Diana Rose/Tiffany Harris-Co-Coordinator
- Dan Blanchfield-Asst. Co-Coordinator
- Marty Fricke
- Gail Gasbarro
- Salim Raza
- Sherry Kunda

**COMMUNICATIONS TEAM**
- John Maggiora
- Doug Maggiora
- George Lopata
- Krista Botton
- Eden Kornegay
- Christian Standley
- Anna Mc Afee
- Kevin Miner
- Craig Rees – Coordinator -Ham Radio
- Jim Mercadante – Ham Radio
- Will Barnwell – Backup – Ham Radio
- Zach Ambrose
- Mignon Stevenson/Cathy Royal-Message Center
- Stephanie Migdol – Radio/Telephone

**SEARCH AND RESCUE**
- Rich Bahr - Coordinator
- Team #1 Hallman, Stradling
- Team #2 Ballard, B. Botton
- Team #3 Miner, Eaton
- Team #4 D. Maggiora, J. Maggiora
- Team #5 Paragas, Standley
- Team #6 Bornn, Lopata
- Team #7 B.Marcia, Russell
- Team #8 Sayer, Stephenson
**SUPPORT TEAM**  
Tina Masters and all food service workers

**MORTALITY MGMT. TEAM**  
Jason Bornn

**SUPPLY/PROCUREMENT/EQUIPMENT**  
Gus Rocha, Head Custodian  
All Custodial and Grounds Personnel

**RECORD KEEPER**  
Delia Navarrete

**SAFETY OFFICER**  
Dep. Tom Drake

**STAFF/STUDENT STATUS**  
Millie Gaines

**SECURITY TEAM**  
Miguel Benitez  
Denise Onufryk  
Darlene Hamilton  
Carmen Arriaga  
Shannon Schmidt

**EMERGENCY CRISIS TEAM**  
Jeremy Fannon-Coordinator  
All ASB students are attached to the Communications Team. They will be used as runners from the Command Post to the classes in the Assemble Area under Jeremy Fannon’s Management

**STAFF RELIEF/RESOURCE POOL TEAM**  
C. Beckham/Juarez-Coordinator  
Pat Barrett-Asst. Coordinator  
Dolores Onate

**STUDENT RELEASE TEAM**  
Karen Weiderhold-Coordinator  
Delia Navarrete, Interpreter  
Doreen Schwamb  
Student Runners as needed (Jeremy Fannon)
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<td>Team 8 – Sayer, Stephenson</td>
<td>Building X</td>
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In compliance with California statute, the Wm. S. Hart Union High School District (Hart District) uses the Standardized Emergency Management System (SEMS) in its emergency plans and procedures. All Hart District disaster plans will be based on the Incident Command System—a nationwide standard and a component of SEMS.

The Incident Command System (ICS) is an expandable system that has proven to be workable for many disasters, from small emergencies to large disasters. Every complex job needs to be organized, and emergency management is no exception.

**MAJOR CONCEPTS/COMPONENTS**

Every emergency, no matter how large or small, requires that certain tasks be performed. Every incident will need a person in charge, called the **Incident Commander**—**Mr. Vince Ferry**.

Span of Control - no one person should be in charge of more than 7 people (the optimum number is 5). **[Note: this does not apply to Student Supervision.]**

Common terminology
- All teachers and staff in the schools/district should use the same words to refer to the same situation.
- This terminology should be known before a disaster.
- This is one of the most important reasons to use ICS. If and when the fire department or other responding agencies come on campus, they'll interface better with the school district's command structure if similar jobs are described with similar wording.

**HOW ICS FUNCTIONS IN THE HART DISTRICT**

* **All sites (schools/district) use ICS as a basis for their organizational structure.** The District EOC Plan contains detailed response and management procedures for all personnel at the school district administrative center and support sites (Warehouse, Maintenance, Transportation).

* **One person in charge**—Incident Commander (IC) at the schools and District EOC Commander at the District level. This top-level person works closely with the Command Staff [Safety Officer and Information/Liaison Officer (or PIO/Liaison Officer at District)] and the General Staff (the Section Chiefs).

* **A Section Chief** oversees and coordinates the activities of each of the five ICS Sections:
  - Operations
  - Planning/Intelligence
  - Logistics
  - Finance/Administration
  - Public Information Officer

  BAHR HOLCOMBE GARRETT BLANCHFIELD HAMBURGER

A clearly defined **chain of command** is in place in advance of any emergency and is supported by appropriate training.
ICS POSITIONS

**Incident Commander** (IC) – Mr. Ferry: an emergency requires constant management from the Command Post (CP). This means the IC doesn't leave the Command Post without delegating someone to take over. The IC will constantly:
- Assess the situation.
- Know what resources are available.
- Determine a strategy for implementing the plan to handle the incident.
- Monitor how well (or poorly) the plan is working.
- Adjust the plan to meet the realities of the situation.
- Make sure that the response is being fully documented-for legal and financial reasons.
- If appropriate to the situation-no other qualified person is available-act as Safety Officer to make sure that the safety of students and staff and others on the site is the highest priority.

The Incident Commander (IC) is to coordinate all response activities through the Section Chiefs. The IC is to "stand back and keep hands off." His/her role is “managing” from the Command Post.

**Public School Information Officer & Liaison (PIO) – Diane Hamburger**: this position is located directly under the Incident Commander. According to the Hart District disaster plan, only the District PIO is authorized to speak for the District. Schools and other district sites should refer media inquiries to the District PIO. If there is a situation when an immediate response from the school is required and the District PIO/Liaison is not accessible, the site administrator should prepare a statement to be given by the site Information/Liaison person. In either case, no one other than the designated District PIO/Liaison or School Information/Liaison should talk to the media.

As appropriate to the scope of the disaster, this person serves as Liaison Officer the point of contact for assisting and cooperating agency representatives (fire, law enforcement, Red Cross, etc.)

**Operations Section** - includes all the emergency response jobs. These are the "DOERS".
- Security
- Search & Rescue
- Safety/Damage Assessment
- Medical/First Aid
- Student Supervision
- Student Release

Continued next page
ICS Positions, cont.

**Planning/Intelligence Section** - keeps track of resources available or needed, assesses the situation, anticipates changing situations and needs, documents the response, and manages the large site map at the Command Post. These are the "THINKERS".

- Campus Map (plotting map)
- Recorder/Incident Log
- Message Center
- Radio/Telephone Communication Team
- Runners

**Logistics Section** - this has to do with how things get done (the person power, personnel/student resources, supplies, and equipment). These are the "GETTERS".

- Student/Staff Status
- Supply/Procurement/Equipment/Services
- Convergent Volunteers
- Support Teams

**Finance/Administration Section** - includes timekeeping of response workers during the disaster response and recovery phases, buying things and keeping comprehensive financial records, maintaining/managing all recovery records. These are the "RECORDERS and PAYERS".

- Timekeeping
- Purchasing/Procurement
- Recovery Records Management

**COMMAND POST (CP)**

**Location – Outdoor Basketball Courts**: It is best to locate the CP so that the full Emergency Assembly Area is in view, while maintaining adequate separation from students, medical treatment area and Student Request and Release Gate(s). Also, it should be set up in close proximity to the outside disaster supply storage container. Have alternate locations in mind, including off-campus evacuation site(s). Identify Command Post location with a blue flag and sign, so that it is visible to staff and emergency responders.

Continued next page
**Command Post, cont.**

**Responsibilities**

- Institute Incident Command System (ICS)
- Assess type and scope of emergency
- Determine threat to human life and structures
- Determine need for site evacuation and take appropriate action

**Positions Stationed at CP**

Incident Commander

Recorder/Incident Log

Message Center

Radio/Telephone Communication

Student/Staff Status

Campus Map

**Equipment/Supplies**

- Tables (2) & chairs (as needed)
- Job description clipboards
- Staff Roster and Class Lists
- Accountability Reports
- Disaster plan
- Bullhorn
- Incident logs
- Pens, markers, tape, stapler & staples, paper clips, 3-hole punch, extra batteries, etc.
- Master Keys
- Site Status Report - EOC Message Form
- District 2-way radio
- Campus 2-way radios
- AM/FM battery operated radio
- Campus map
- Blue flag and sign

**Ancillary Teams** - These positions are located immediately adjacent to the CP so that they can be quickly accessed (second table is for this group):

- Supply/Procurement/Equipment/Services
- Information/Liaison
- Section Chiefs
- Runners
- Convergent Volunteers
- Unassigned Personnel: all teachers in their prep period at onset of disaster, all office and classroom classified personnel
- Search & Rescue
- Timekeeping
INCIDENT COMMANDER – MR. VINCE FERRY

Duties:
1. Observe and direct all operations.
2. Coordinate all response actions with the appropriate Section Chiefs.
3. Assign all disaster personnel or reassign as injuries or absences dictate.
4. Communicate situation status to the District on a regular basis by phone, two-way radio, written status reports-as appropriate.
5. Serve as Safety Officer if other qualified top-level site administrator has other assignment.
6. Provide for the health and safety of students and personnel as the first priority of disaster response.
7. Remain calm. Lead by example; your behavior sets tone for staff and students.

Location:
Command Post

Training:
1. All available disaster management training offered by the District or emergency management agencies.
2. Damage Assessment-Post-Earthquake Damage Evaluation for California Schools (The purpose of this training program is to enable school administrators, facility managers, and custodians to assess the damages to their buildings and decide whether the structures are safe to reoccupy.)
3. The principal and an alternate school administrator should be trained in shelter management.

Equipment:
1. Bullhorn with batteries
2. Current list of staff assignments to disaster teams
4. Site Status Report-EOC Message Forms (Form-12)
5. Decision/Action log
6. Pen, pencil, note pad, clipboard, paper clips
7. Job description clipboard
8. Mortality Management Guidelines (FEMA Multi-hazard Safety Program for Schools)-Get from Medical/First Aid Team

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA) and check in with department. Proceed to the disaster storage area to form Command Post teams and get supplies. Brief Section Chiefs, PIO/Liaison and Safety Officer.

1. Verify that Emergency Assembly Area is still safe
2. Establish location of Command Post.
3. Direct opening of disaster container and Command Post setup.
4. Obtain personal equipment.
5. Assess type and scope of disaster.
6. Assign all disaster personnel or reassign as injuries or absences dictate. Maintain an updated duty roster, with date and times indicated. (Maintain all duty rosters as legal documents, to be given to the Finance/Administration Section Chief.)
7. Provide for immediate set up of Student Release Team (particularly Request Gate) so that they will be available to deal with parents as quickly as possible.
   (Do not authorize the release of students until completion of student accounting.)
8. With Operations Section Chief, determine threat to personnel and structures.

Continued next page
Incident Commander, cont.

9. With Operations Section Chief, determine need for evacuation and take appropriate action.
10. With Section Chiefs, determine which disaster teams need to be activated (i.e., Security to close campus, dispatch Search & Rescue teams, etc.)
11. Have Operations Chief direct the setup of a sanitation area remote from Emergency Assembly Area
12. Monitor that all actions taken are documented with time line.
13. Using the Site Status Report-EOC Message Forms (Form-12), notify Asst. Superintendent, Administrative Services or, if operational, the District Emergency Operations Center (EOC) of disaster and keep updated on a regular basis, including:
   a. Number of students injured and extent of injuries. DO NOT TRANSMIT THE NAMES OF CRITICALLY INJURED OR DEAD OVER THE TWO-WAY RADIOS. These names will have to be hand delivered to the District EOC when time and circumstances permit.
   b. Type and extent of damage to buildings and grounds (i.e., utilities, roofs, ceilings, etc.)
   c. Actions being taken by disaster teams and list of any actions being performed by outside agencies on campus.
   d. Assistance requested from District.
   e. Establish time of next update.
14. Provide for periodic reports of confirmed information to students and staff.
15. Refer requests for assistance to appropriate Section Chiefs, including list and last known location of missing personnel to search teams.
16. After student accounting is complete, authorize Operations Chief to direct Student Release Team to begin releasing students according to established procedures.
17. Assess total school situation:
   - View campus map periodically for Search & Rescue progress and damage assessment information.
   - Check with Section Chiefs for periodic updates
   - Approve all information before release by Information/Liaison Officer to parents or general public. (When unusual situations occur and it is impossible or impractical to direct media inquiries to the District Public Information Officer, you should clear all information with the District PIO prior to its release.)
18. Direct Information/Liaison Officer to coordinate with all off-campus organizations, including press on scene, Red Cross personnel on scene, police and fire personnel on scene.
19. Maintain IC log of decisions/actions taken during disaster.
20. Utilize your backup; plan and take regular breaks: 5-10 minutes every hour, relocate away from the CP.
21. Plan regular breaks for all staff and volunteers.
22. When the situation warrants it, release staff according to predetermined priority list established by school site.
23. Remain on and in charge of your campus until redirected or released by the District Superintendent.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
SAFETY OFFICER  
(Deputy Tom Drake—alternate assigned by Incident Commander)

Duties:
1. Monitor and assess hazardous and unsafe situations and develop measures for assuring personnel and student safety.
2. Correct unsafe acts or conditions through the regular line of authority, i.e., report it to Incident Commander and appropriate Section Chief for resolution.
3. When immediate action is required, Safety Officer has emergency authority to instantly stop or prevent unsafe acts.

Assignment:
Principal or other top-level site administrator, if available (not assigned elsewhere)

Location:
Immediately adjacent to Command Post

Training:
1. Damage assessment
2. Experience on School Safety Committee

Equipment:
- Pencils/Pens
- Pencil Sharpener (small/hand held)
- Stapler/Staples
- Transparent Tape
- Paper Clips
- Scissors, marking pens
- Note pad/Clipboard
- Warning Tape
- Rubber Bands
- Access to warning cones or barricades
- Masking Tape
- Safety Officer Name Badge
- Identification Vest
- Activities Log
- Mortality Management Guidelines (FEMA Multi-hazard Safety Program for Schools)-Get from Medical/First Aid Team

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department. When released, proceed to the disaster storage area to form Command Post team and get supplies. Incident Commander will brief you and direct you to work location.

1. Set up at a table immediately adjacent to the Command Post.
2. Wear Safety Officer identification badge. (Kept in supply box.)
3. Review with Incident Commander the location and physical set-up of all response teams. Identify any hazards. Correct any safety issues if possible or declare the area/situation (out-of-bounds) and rope off with warning tape or post sign(s).
4. Maintain awareness of active and developing situations relative to the safety and health of students and staff/volunteer disaster workers at the school site.
5. Closely monitor the shift assignments (duty roster), paying strict attention to enforcing timely breaks and hours of assignment.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
Diane Hamburger

Duties:
1. Distribute information authorized by Incident Commander to parents and community.
2. Serve as liaison to outside agencies (fire, law enforcement, Red Cross, etc.) by providing them assistance in coming onto campus safely and assisting them with any services they might need.

Location:
Immediately adjacent to Command Post

Training:
Familiarity with District Policies and disaster plan

Equipment:
- Pencils/Pens
- Pencil Sharpener (small/hand held)
- Stapler/Staples/Paper Clips
- Transparent Tape
- Masking Tape
- Scissors
- Note pad
- Clipboard
- Rubber Bands
- PIO Name Badge
- Initial Statement to Parents

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

When released, proceed to the disaster storage area to form Command Post team and get supplies. Incident Commander will brief you and direct you to work location.

1. Set up at Command Post.
2. Wear PIO identification badge. (Kept in supply box.)
3. Review with Incident Commander (Principal) the INITIAL STATEMENT (attached) for appropriateness and issue to Student Release Team at their station at the request gate(s). In addition, if the telephones are operational and it is safe to reenter the building, issue the INITIAL STATEMENT to the Telephone/Communications Team who will have someone stationed in the school office.
4. Refer all media to the District Public Information Officer. You are not authorized to speak for the District.
5. As appropriate to the scope of the disaster situation, serve as Liaison Officer-the point of contact for assisting and coordinating agency representatives (fire, law enforcement, Red Cross, etc.). Maintain activities log.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
INITIAL STATEMENT TO PRESS/PUBLIC

Superintendent Vicki Engbrecht is in the command post and is involved in managing the emergency operations to assist the schools. All information will be issued through Dave Caldwell, the Public Information Officer at the District Administrative Center.
SECTION CHIEFS
(Assistant Principals, Principal’s Administrative Assistant)

Duties:
1. With Incident Commander, assess type and scope of disaster.
2. With Incident Commander, develop action plan to respond to disaster situation(s).
3. Direct and Coordinate the response actions of the Section units within their areas of responsibility.
4. As appropriate to the Section, make sure that all responders have proper safety equipment and are wearing appropriate shoes.
5. Assist the Incident Commander with the set up of the Command Post and ancillary position (immediately adjacent to Command Post).
   - Open storage container
   - Set up blue flag and sign at Command Post

Assignment:
1. Staff members with specialized skills/knowledge as appropriate to the Section responsibilities
2. Staff members with leadership ability

Location:
Immediately adjacent to Command Post

Training:
1. Annual in service training on disaster management as provided by the site administrator, as well as training provided by the District
2. Familiarity with District disaster plan and site specifics
3. Familiarity with response team procedures for all Section units within their areas of responsibility
4. As appropriate to area of responsibility: light urban search & rescue, fire suppression, first aid, damage assessment, use of 2-way radio

Equipment:
1. Current list of staff assignments to disaster teams
2. Procedures for all Section units within their areas of responsibility
3. Current list of teacher classroom assignments
4. Job description clipboard
5. Current inventory of all disaster equipment and their location
6. Staff Resources Survey (compilation of skill proficiencies, i.e., first aid, CPR, outdoor cooking, survival techniques, etc.
7. Inventory of special personal equipment that might be available to you at school site 4-wheel drive vehicle, van, motorcycle, winch, tow equipment, HAM or CB radio, cellular phone

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department. When released, proceed to the disaster storage area to form Command Post team and get supplies. Section Chiefs will brief teams and direct them to work locations.

Continued next page
Section Chiefs, cont.

1. **Operations Chief – Rich Bahr**
   - Assess situation with Incident Commander.
   - Brief Operations Section unit team leaders.
   - Activate and supervise Operations Section units.
   - Determine need and request additional resources from Incident Commander.
   - Continue to communicate situation status to the Incident Commander.
   - Continue to evaluate situation needs: expand/reduce the number of Operations Section units and/or responders.
   - Notify Logistics Chief of persons no longer needed and sent to the Resource Pool (near the Command Post).
   - Maintain log of actions during disaster.
   - Be familiar with the Mortality Management Guidelines (FEMA Multihazard Safety Program for Schools)-Get from Medical/First Aid Team

2. **Planning/Intelligence Chief – Shellie Holcombe**
   - Assess situation with Incident Commander.
   - Brief Planning/Intelligence Section unit team leaders.
   - Activate and supervise Planning/Intelligence Section units.
   - Determine need and request additional resources from Incident Commander.
   - Continue to communicate situation status to the Incident Commander.
   - Evaluate situation needs expand/reduce number of Planning/Intelligence Section units and/or responders.
   - Notify Logistics Chief of persons no longer needed and sent to the Resource Pool (near the Command Post).
   - Maintain log of actions during disaster.

3. **Logistics Chief – Marcus Garrett**
   - Assess situation with Incident Commander.
   - Brief Logistics Section unit team leaders.
   - Activate and supervise Logistics Section units.
   - Determine need and request additional resources from Incident Commander.
   - Continue to evaluate situation needs: expand/reduce the number of Logistics Section units and/or responders.
   - Send persons no longer needed to the Resource Pool (near the Command Post).
   - Continually monitor the available persons in the Resource Pool (staff members and convergent volunteers).
   - Continue to communicate situation status to the Incident Commander.

4. **Finance/Administration – Dan Blanchfield**
   - Assess situation with Incident Commander.
   - With Incident Commander, determine Section units to activate.
   - Brief Finance/Administration Section unit team leaders.
   - Activate and supervise Finance/Administration Section units.
   - Determine need and request additional resources from Incident Commander.
   - Continue to evaluate situation needs and expand or reduce the number of Finance/Administration Section units and/or responders.
   - Notify Logistics Chief of persons no longer needed and sent to the Resource Pool (near the Command Post).
   - Continue to communicate situation status to the Incident Commander.
Duties:
Secure campus and control traffic to prevent unauthorized entry into or exit from school--lock all gates.

Assignment:
Personnel trained in duties listed above. (Bilingual person if appropriate to population)

Location:
1. Critical campus entrances/exits as predetermined in site specifics
2. Critical area(s) as directed by Operations Chief

Training:
Must know all access points to campus and know how to secure them.

Equipment:
1. Complete set of campus keys
2. Tools required to shut off utilities and Site Specifics for turning off utilities
3. Signs directing persons to locations of student request/release point
4. Supplies to mount signs
5. Supplies/equipment to secure open areas (i.e., ropes, barricades, etc.)
6. Flashlights, mini first aid kit
7. Disaster Team Report Form
8. Campus 2-way radio
9. Team identification vests/arm bands (get from Logistics Officer in Command Post)

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations,
1. If needed:
   a. Shut off gas main (only if you can smell gas leak)
   b. Shut off electricity
   c. Shut off water
2. If needed, double check location of student request/release point with Command Post.
3. Lock all outside access gates or doors.
4. Station personnel as needed to refer people to the student request/release point.
5. Mount signs at campus access point(s) to direct parents to student request/release point.
6. Report problems or status to Operations Chief.
7. Report to Operations Chief after items 1-6 are completed, for reassignment. (Personnel assigned to securing entrances/exits and directing people to student request/release point should continue in this assignment for duration of emergency situation.)
SEARCH & RESCUE TEAM/FIRE TEAM
(Rich Bahr)

Duties:
1. Search all facilities for injured or trapped personnel to ensure complete evacuation.
2. Perform fire suppression on small fires. (School fire extinguishers are not capable of putting out large fires. The only time they would be used in a large fire is to assist with evacuation.)
4. DO NOT ENTER UNSAFE BUILDINGS OR LOCATIONS.
5. DO NOT REMOVE DEAD BODIES.

Assignment:
Personnel trained and physically capable to perform light rescue

Location:
Near the Command Post and/or Storage Container so that the tools are readily accessible following aftershocks or subsequent disaster occurrences.

Training:
1. Standard First Aid
2. CPR
3. Fire Extinguisher Usage - Fire Department or fire extinguisher service company can supply
4. Urban light search and rescue is recommended.

Equipment:
1. Fire extinguishers (used only for small fire suppression or to assist evacuation)
2. First aid kit and stretcher or body board
3. Flashlight and extra batteries
4. Ax, crowbar, pry bar
5. Campus 2-way radio (get from Command Post)
6. Leather gloves
7. Hard hats/goggles/respirators
8. Sturdy shoes
9. Blanket
10. Disaster Team Report Form, paper, and pencils/pens
11. Detailed map of site marked with predetermined search routes
12. Master Keys
13. Chalk, grease pencil, masking tape for marking doors
14. Duct tape
15. Mortality Management Guidelines (FEMA Multihazard Safety Program for Schools)-Get from Medical First Aid Team

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.
Search & Rescue Team/Fire Team, cont.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Get list of known injured and damage reports from Operations Chief at Command Post.
2. Working in pairs and with a member of the Safety/Damage Assessment Team, search (inspect) all classrooms/offices/work areas in predetermined pattern.
3. Carefully explore each room visually, vocally, and physically; that is, look, call out and listen for replies, and actively search through any rubble.
4. Upon discovery of an injured person, one member of the team should remain with the person and another member should summon aid.
5. Upon discovery of a dead person, leave the body in place. Cover with a plastic tarp, if necessary. If the disaster is an earthquake, most likely dead persons will be trapped under rubble and there will be no need to relocate to the morgue area. Notify the Operations Chief and Incident Command and follow the Mortality Guidelines. Mark the location on the Search & Rescue route map and mark the actual location so that it can be readily located. Barricade the area.

Exceptions to relocating the remains to the morgue area are as follows:
- The disaster is so severe that a timely response by the coroner and/or law enforcement personnel is precluded.
- It is necessitated by search and rescue work; the health, safety and psychological well being of persons forced to remain at their work location due to the severity of the disaster.
- The remains are in a public area or otherwise exposed to public view.

6. Use chalk or grease pencil to mark slash on door when entering room. Close slash to form "X" on door when leaving room. Mark a "C" for "clear" on your map. If Campus 2-way radios are available, report by radio to Command Post that room has been cleared. If 2-way radio is not available, continue with the search and report in person to the Command Post as soon as you are able or give information to a Runner if one is available to you.
7. Perform light rescue, fire suppression, and life-saving first aid techniques as needed. Summon Medical/First Aid Team and additional help as needed.
8. Note general damage to structures. Upon completion of search, report areas where structural damage is observed for a more detailed assessment.
10. Upon completion of duties, report to Operations Chief for reassignment to Security Team or Safety/Damage Assessment Team.
11. Reactivate Search & Rescue Team following aftershocks.

Student Assistants:
Two students capable of lifting the dead weight of a full grown adult are to be attached to each search and rescue squad deployed. The S/R coordinator is responsible to insure that the student assistants receive on the spot training for the proper procedures of moving the injured victims prior to deployment.

NOTE: Search & Rescue Teams should not be delayed by any particular victim or problem, but should have other personnel take charge as soon as possible so that they can continue their search of entire grounds. It is recommended that a member of the Medical/First Team be readily available to Search & Rescue.
CHECK IN AND CHECK OUT WITH TIMEKEEPING
SAFETY/DAMAGE ASSESSMENT TEAM
(Gus Rocha, Maintenance Custodian, Custodians, Groundsmen - Operations Section)

Duties:
1. Inspect status of all utilities and take necessary precautions to prevent fires, explosion, injury, damage, or water loss.
2. Document the nature and extent of damage to facilities.
3. Determine if buildings can be reentered.
4. DO NOT ENTER UNSAFE BUILDINGS OR LOCATIONS.

Assignment:
Teaching personnel, other staff as assigned (could include aides and custodians)

Location:
Near the Command Post and/or Storage Container so that they are readily available following aftershocks or subsequent disaster occurrences.

Training-
1. Must know when, how, and where to shut off utilities.
2. Urban light search & rescue
3. Damage Assessment-Post-Earthquake Damage Evaluation for California Schools (The purpose of this training program is to enable you to assess the damages to their buildings and decide whether the structures are safe to reoccupy.)

Equipment:
1. Note pad and pencil and Safety/Damage Assessment Survey
2. School map with key points indicated
3. Flashlight and extra batteries
4. Warning tape and signs; access to warning cones and barricades
5. Hard-hat and Sturdy shoes
6. Camera and film
7. Campus 2-way radio
8. Team I.D. vests/arm bands

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department
Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. If possible, a member of the Safety/Damage Assessment Team will accompany each Search & Rescue Team so that no unsafe area will be entered. Another approach would be to keep in contact with Search & Rescue via Campus 2-way radio and set up central reporting point to fully debrief Search & Rescue Teams (probably with Operations Chief and Incident Commander).
3. Go first to areas most susceptible to damage.
4. When the initial emergency responses have been put into effect, then a more detailed safety/damage assessment can be made. Record all damage to buildings, including ability to reoccupy, utility status, damage to contents, etc.
5. Document with photographs or videotape, if possible.
6. Upon completion of duties, report to Operations Chief for reassignment.
7. Following each aftershock, reassemble team and, using Safety/Damage Assessment Survey, reassess damage and report to Operations Chief and Incident Commander.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
**MEDICAL/FIRST AID TEAM**  
(Anita Ondra and other assigned personnel)

Duties:
1. Triage (evaluate and sort all victims suffering injuries)
2. Establish first aid treatment area.
3. Provide emergency first aid.
5. Follow recommended mortality management guidelines (FEMA Multihazard Safety Program for Schools)

Assignment:
1. Health Assistant (school nurse, if available)
2. Trained school personnel, including one person for record keeping
3. Member of school crisis team or school counselor or other person trained in psychological first aid

Location:
To be determined by Incident Commander and Operations Chief

Training:
1. Standard First Aid
2. Cardiopulmonary Resuscitation (CPR)
3. Triage [Simple Triage and Rapid Transport (S.T.A.R.T.) available through trained District personnel or possibly local hospitals]
4. Crisis/Stress Intervention

Equipment:
1. Major trauma supplies in designated kit, triage tags
2. Stretchers/body boards
3. Blankets, cots. tarps & support poles
4. Flashlight and extra batteries
5. Campus 2-way radio (get from Command Post)
6. First Aid Treatment Memo, Confidential Health List, emergency cards (if not with Student Release Team) clipboards, pens/pencils, Disaster Team Report, treatment log
7. Job description clipboard
8. Table/Chairs
9. Student and staff medication from health office
10. Ground cover/plastic sheeting
11. Quick reference medical guides
13. Mortality Supplies: tags, pens, pencils, plastic trash bags/body bags, duct tape, plastic tamps, stapler, 2" cloth tape

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.
Continued next page

**Medical/First Aid Team cont.**

1. With Incident Commander and Operations Chief, establish first aid treatment area. The area needs to be protected and shaded, away from the view of others for psychological reasons, close to ambulance access, and, if possible, not too close but within a reasonable distance of the Command Post. The sheriff and fire departments need to be informed as to proposed location (and actual location during incident).

2. Using S.T.A.R.T. system and triage tags, sort patients as to immediate, delayed, ambulatory, or deceased.

3. Command Post should be continually updated on injury status (names of students/staff and severity of injuries).

4. In conjunction with Operations Chief and Incident Commander, determine availability of emergency medical services (as responders to the scene or hospital capability). "Is someone coming here?" "Do we take them there?" "How do we take them?"

5. Medical/First Aid Team Record keeper fills out First Aid Treatment Memo as to major injuries, if transported and where, etc. These are updated throughout disaster. One copy is sent with paramedics and other copy is kept on file at school. In addition, all treatment should be noted on a treatment log.

6. Treat immediate category patients and prepare for transport if that is a possibility

7. When outside disaster responders arrive, they must be fully briefed as to injury status.

8. Establish a separate area for students and staff psychological first aid/crisis intervention.

9. Establish a morgue area if needed.
   a. Major concerns are identification and preservation of the body and documentation as to the cause of death. (See Mortality Management Guidelines)
   b. In most instances of death, the body will be under rubble and should be left in place until the coroner or other authorized responder comes on the scene. Follow the guidelines regarding date, time, location, identity, and other pertinent information/circumstances. Most likely, the only bodies that will be in a morgue area will be persons who died while at the Medical/First Aid station.

**CHECK IN AND CHECK OUT WITH TIMEKEEPING**
MENTAL HEALTH TEAM
(Counselors, School Psychologist, Speech Therapist, and assigned personnel)

Duties:
Coordinate, administer, and document the counseling and care of individuals identified as being incapacitated and/or dysfunctional due their reaction to the stress or experiencing trauma as a result of being a victim of a disaster.

Assignment:
1. School counselors and personnel trained in the art of helping, therapy, or personnel assigned by the Incident Commander who are known for being effective, empathic listeners.
2. Responsible student counselors

Location:
Command Post/Emergency Operations Center

Training:
Familiarity with site specifics procedures of the particular disaster incident

Equipment:
1. Counseling forms to document condition of the victim, services rendered, and victim’s response to care
2. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
3. Any other equipment specified in the Site Specifics for the particular disaster
4. Job description clipboard

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with Team Coordinator. Proceed to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Establish a location to which personnel identified as being emotionally upset may be escorted and given attention by team members.
2. Organize team members to receive and document personnel in need, diagnose needs, and coordinate personnel being serviced.
3. Maintain documentation of all personal information of all personnel receiving services, their initial condition, the services rendered, any follow up services, and disposition.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
Mortality Management Guidelines  
(FEMA Multi-hazard Safety Program for Schools)  
(Jason Bornn)

Personnel: assigned by Incident Commander and Operations Chief

Responsibilities after pronouncement or determination of death: 
*Do not* remove any personal effects from the body. Personal effects must remain with the body *at all times.*

**Attach tag** to body with the following information:
- Date and time found
- Exact location where found
- Name of decedent, if known
- If identified-how, when, by whom
- Name of person filling out tag.

Place body in plastic bag(s) and tape securely to prevent unwrapping, or, if available, place body in body bag and secure to prevent unwrapping.

Securely attach a second tag with the same information as above to the outside of the bag.

Place any additional personal belongings found in a separate container and label as above. Do not attach to the body-store separately.

Only if body must be removed from site of death, move the properly tagged body with its personal effects to the designated morgue area.

**Consider:**
- Tile, concrete, or other cool floor surface (cover flooring with plastic to protect the surface)

- Accessibility for vehicles

- Remote from Emergency Assembly Area

- *Do not* use school refrigerators or freezers (*They can never be used for food storage again if they have been used to hold dead bodies.*)

As soon as possible, notify the police of the location and, if known, the identity of the body. They will notify the coroner.

Keep accurate records and make available to police/coroner when requested. Keep unauthorized persons out of morgue.

Give a copy of these guidelines to:
- Incident Commander
- Section Chiefs
- School Information Officer
- Safety Officer
COMMUNICATIONS
(Diane Hamburger and Assigned Personnel)

Duties:
Coordinate and document all communications within and outside of the school during and after a disaster.

Assignment:
1. School personnel assigned by the Incident Commander
2. Responsible students (student runners)

Location:
Command Post/Emergency Operations Center

Training:
Familiarity with site specifics procedures of the particular disaster incident

Equipment:
1. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
2. Communications log(s)
3. Any other equipment specified in the Site Specifics for the particular disaster
4. Job description clipboard

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and send an Accountability Report to Command Post--remain with students until relieved. Other school personnel report to the EAA and check in with Team Coordinator. Proceed, when relieved, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Establish a system of internal and external communications under the directions of the Incident Commander
2. Document all communications from school, into school, and within school.
3. Appoint team members to other emergency teams in need of communications.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
STAFF RELIEF TEAM
(Connie Beckham-Juarez, Pat Barrett, Dolores Onate and assigned faculty)

Duties:
Coordinate and document the systematic relief of faculty and staff.

Assignment:
1. School personnel assigned by the Incident Commander
2. Responsible students (student runners)

Location:
Command Post/Emergency Operations Center

Training:
Familiarity with site specifics procedures of the particular disaster incident

Equipment:
1. Staff Relief forms, current room assignments and employee emergency records
2. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
3. "Instructions to Employees" signs/notices in English and other appropriate languages
4. Any other equipment specified in the Site Specifics for the particular disaster
5. Job description clipboard

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with Team Coordinator. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Establish a system by which faculty/staff members may be relieved from supervising students to report to emergency team, or allowed to leave to go home and check on their families and notify Command Post.
2. Determine the need for staffing at school to properly supervise and care for students and staff on site.
3. Appoint a team member as liaison to the Student/Staff Status Team. This person will keep the Team Coordinator informed of personnel accountability, from which the Coordinator will determine staffing needs.
4. Direct departing staff members to return if staffing needs remain high. This will allow the person to return at a designated time and relieve another staff member.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
STUDENT RELEASE TEAM
(Karen Weiderhold, Doreen Schwamb, Tere La Guisa)

Duties:
Document the release of students to responsible guardians or designated adults.

Assignment:
1. School personnel assigned by the Incident Commander, including bilingual personnel as appropriate
2. Responsible students (student runners)

Location:
Perimeter of school, away from view of the students, Medical/First Aid, and the Command Post, D or GT Gate

Training:
1. Student release procedures
2. Familiarity with site specifics procedures of the particular disaster incident

Equipment:
1. Student Release forms, current class rosters and emergency cards (optional)
2. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
3. "Instructions to Parents" signs/notices in English and other appropriate languages, Student Request/Release Gate(s) signs
4. Any other equipment specified in the Site Specifics for the particular disaster
5. Job description clipboard

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

[Note: These procedures are based on separate Request and Release Gates, but these functions can be combined at a single location. There will be less confusion if adults requesting students can be set away from those who have already filled out the forms.]

1. Establish parent communication/request point and student release point and notify Command Post.
2. Interview people requesting release of students and verify authorization with personal identification. Assist with the completion of the Student Release/Runner Form.
3. Direct the authorized parent/adult to student release gate to wait for student to be brought to them.
4. Direct requests via student runners to Student/Staff Status Team at Command Post, where student runners will be directed to class locations.
5. Student runners transfer the completed Student Release/Runner Form to the supervising teachers.
6. The teacher at the EAA signs the Student Release/Runner Form and the requested student proceeds to the Release Gate with the student runner.
7. The authorized parent/adult signs the Student Release/Runner Form and in doing so accepts responsibility for the student.
Student Release Team, Cont.

8. The completed and signed Student Release/Runner Form is then returned to the parent request point to be entered into the Student Release Log and to be filed alphabetically for future reference.

9. Note on the Student Release Log the date, time and name of person releasing the student and to whom student is released and destination. Release students only to personnel on emergency cards.

10. If student is uninjured and is willing to go with the adult, the student may be released. If the student cannot be released to the person making the request, due to injury or other trauma, the teacher notes that fact on the Student Release/Runner Form and returns the form, via the runner, to the Team members at the Request Gate for notation in the Student Release Log.

11. Keep the completed Student Release/Runner Forms in alphabetical order. [If the Request and Release functions are at same location, the team should keep a separate file of the forms of students who have been reunited.]

12. Maintain updated list of students who have been released to parents or authorized persons.

13. Routinely, and as requested, provide lists of "released" students to the Student/Staff Status position at the Command Post.

NOTE: The Student Runners need to be aware of the special procedures for situations when a student has been injured or is missing. If a "requested" student is at the Medical/First Aid Station or is missing, the Student Runner will be directed to the Command Post. The Incident Commander and/or Operations Chief will take appropriate action-directing the PIO/Liaison or counselor to tactfully inform the parent of the situation and bring the parent to the Medical/First Aid Station or other appropriate location.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
CAMPUS MAP
(Cathy Royal)

Duties:
Mark site map appropriately as related reports are received.

Assignment:
Clerical staff or other staff member

Location:
Command Post

Training:
Familiarity with the school plant (facility)

Equipment:
1. Large site map (approx. 3'x4') pre-marked with the following and covered with plastic or Lucite:
   - every classroom, workroom, closet, storage area
   - utility shut-offs, fire extinguishers
   - underground water lines, power lines, underground petroleum lines, hazards immediately
     adjacent to campus (i.e., flood control channel, high tension power lines)
   - fence lines, gates and/or openings, walkways
   - room numbers or names, building numbers or names
2. Colored marking pens (washable) and eraser or wiping cloth
3. Job description clipboard

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom
teachers take roll of students (and other school personnel assigned to their classrooms) and report to
Command Post, using Accountability Report. Other school personnel report to the EAA and check in
with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form
disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. After site related reports are received at the Command Post and logged in by the person assigned to
   the position of Recorder/Incident Log, note the information
   on the campus map. (Recorder/Incident Log gives Campus Map site related reports.)
     - Mark a "C" for location cleared by Search & Rescue.
     - Mark all locations declared unsafe by Safety/Damage Assessment.
     - Mark any changes to Emergency Assembly Area class locations.
     - Mark all other information that provides a concise picture of the campus.
2. Return the site related reports to Recorder/Incident Log.
3. Keep Planning/Intelligence Chief updated of any situations of concern, i.e., no information re: a
   wing of classrooms.
4. Preserve map as legal document until photographed.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
RECORDER/INCIDENT LOG
(Sabina Kosek and assigned personnel)

Duties:
Maintain time log of all actions/reports.

Assignment:
Office staff and/or other personnel as designated

Location:
Command Post

Training:
Experience with working under great pressure

Equipment:
1. Action/Reports Time Log (sample below)
2. Record keeping clipboard with job description and paper
3. File box or binder
4. Pens, pencil, stapler, paper clips, 3-hole punch, etc.

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Log in all reports coming into the Command Post
   - Record verbal communications for basic content.
   - Record content of all radio communication with District EOC
   - Log in all written reports
2. Give the information (actual written report or verbally) to the person assigned to the Campus Map position at the Command Post.
3. File all reports for reference (file box or binder) when the reports are returned from Campus Map.
4. Take frequent breaks as this is a very high pressured assignment.

**Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records. **They are legal documents!**

CHECK IN AND CHECK OUT WITH TIMEKEEPING
Sample Log

Date: November 4, 2017

9:50 Approximate time of quake
9:55 Custodian opened container
10:00 Set up command post; Becky Harrison in charge
10:00 Becky says Nurse Nightingale is off campus
10:00 Student accounting forms coming into Command Post
10:00 Teachers are reporting to manpower pool
10:02 Report of Carrie McIntosh trapped in computer lab
10:06 Water running out of boys room by room 3
10:10 Search & Rescue assembled; team #1 told about Carrie in computer lab
10:14 Search & Rescue #3 radio batteries dead
10:15 Broken glass and lights in room 10
10:16 Repairman on office roof prior to quake not seen since
10:17 Aftershock - no injuries reported - students are seated
10:18 All Search & Rescue teams check in OK
10:19 Room 20 front door jammed
10:20 Sarah Laws & Mary Hans (parent nurses) here to help
10:21 Becky places Sarah in charge of medical
10:22 Request backboard and 4 carriers to cafeteria
10:22 Nancy Powers assigned to stress counseling
10:23 Aftershock - Becky Harrison injured
10:24 All Search & Rescue teams check in OK
10:24 Command transferred to Laura Werner
10:25 District EOC on radio - we receive but cannot transmit
10:26 Natural gas leak below portable 16
10:27 Operations Chief directed to send someone to check gas leak (Joe S. is sent)
10:27 Student Release ready - Search & Rescue not finished
10:28 Major damage to cafeteria
10:28 Broken windows/lights - room 14
10:29 Burning smell - room 23
10:32 Michael Bums (District Maint.) is here - sent to help Joe S. with gas leak
10:33 Room 32 shaken off foundation
10:35 Police helicopter flies over
10:35 Gas leak stopped
10:35 John Forest climbed fence, took son Jeremy
10:36 Michelle Pauls (District Office staff) is here - assigned with Nancy Powers
10:38 Medical - reports total 9 minor injuries, 1 broken leg
10:42 All students accounted for - Student Release authorized to begin
MESSAGE CENTER
(Cathy Royal)

Duties:
Receive and transmit messages from and to the District EOC

Assignment:
Office staff and/or other personnel as designated

Location:
Command Post

Training:
1. Use of two-way radio
2. Two-way radio protocol

Equipment:
1. Portable two-way radio
2. Job description clip board
3. File box or binder – Collect accountability reports and if there are any injured or trapped advise Search and Rescue
4. Pens, pencils, stapler, paper clips

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. At the direction of the Planning/Intelligence Chief or Incident Commander, the Message Center begins monitoring the District EOC over the District two-way radio. (“ScAn”)
2. Do not initiate any messages, but wait for the District EOC Message Center to contact the school. The only exception is for life threatening situation messages that are top priority. The report is to be preceded with "District EOC, this is Saugus High School, this is a priority 1 message."
   After the District EOC acknowledges the school, complete the message transmission.
3. The District EOC will transmit a notification message advising you that they will ask for specific information and that the sites are to respond in a concise manner. (Channel 3)
4. The first round of site contacts will be for verification that two-way radio contact has been established.
   The District EOC will contact each school/site in alphabetical order
5. The second round of contacts will address preliminary damage and who, if someone other than the principal is the Incident Commander.
6. The District EOC Message Center will control the information flow. Provide information only as it is requested from the District. Their questions will be in the same order as the Site Status - EOC Message Form.
7. If contact cannot be established via the District two-way radio, advise the Planning/Intelligence Chief, who might consider the following options:
   - If school office is safe to reenter, the Radio/Telephone Communication Team can take and send messages over the Essential Service phone line.
   - District vehicles that have two-way radios might already be on campus.
   - Relay the school's information to a nearby school via bicycle or runner.
   - Cellular phone (if available) to one of the District's Essential Service phone lines
8. Only transmit messages to the District EOC that are written on the Site Status - EOC Message Form and authorized by the Incident Commander, either directly to you or via the Planning/Intelligence Chief.
9. Accurately write out messages from the District and give them to the person assigned to Recorder/Incident Log.

Radio Channels - Wm. S Hart Union High School District

Listen for calls

Channel 3  Communicates directly with the District. To insure that your entire message is heard, wait briefly after you press the switch before speaking.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
RADIO/TELEPHONE COMMUNICATION TEAM
(Sabina Kosek and other assigned personnel)

Duties:
1. Log all incoming/outgoing phone calls (if and when phones are operational).
2. Monitor the battery-operated AM/FM radio and report information to Planning/Intelligence Chief
   and/or Incident Commander
3. Assist with relief of person assigned to Recorder/Incident Log position.

Assignment:
Office staff and/or other personnel as designated

Location:
Command Post

Training:
1. Familiarity with emergency AM/FM radio stations
2. Use of cellular radio

Equipment:
1. Keys
2. Battery-powered am/fm radio and extra batteries
3. Logs for recording messages
4. Pens, pencils, paper, paper clips, etc.
5. Job description clipboard
6. Hardhats

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom
teachers take roll of students (and other school personnel assigned to their classrooms) and report to
Command Post, using Accountability Report. Other school personnel report to the EAA and check in
with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster
storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to
work locations.

1. Set up radio/telephone communications center at Command Post.
2. If the phones are working and it is safe to reenter the building, station one person at the Command
   Post and at least one other at the school office. If necessary, runners may be used to bring
   messages back and forth.)
3. Monitor emergency stations on am/fm battery-powered radio and log all relevant messages for
   Command Post.
4. At direction of Planning/Operations Chief or Incident Commander, contact police, fire, or medical
   responders by telephone (if operational).
5. Log all incoming and outgoing phone calls (if operational).
6. Keep the Command Post updated on all communications.
7. Keep the Planning/Intelligence Chief updated on all problems encountered in performing
   assignment.

NOTE: If necessary, automobile radios can also be considered.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
It is the intent of the City of Santa Clarita to issue public information announcements via local A.M. radio station - **KHTS - 1220 AM**.

It is possible however, that local stations may be off the air immediately following an event and that distant AM stations will be the only source of information, initially. Scan the AM dial. FM stations are less capable of long distance broadcasting except in “skip” conditions, which are transitory in nature.

Los Angeles area AM radio stations include:

<table>
<thead>
<tr>
<th>Station</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>KHTS</td>
<td>1220</td>
</tr>
<tr>
<td>KFI</td>
<td>640</td>
</tr>
<tr>
<td>KABC</td>
<td>790</td>
</tr>
<tr>
<td>KFWB</td>
<td>980</td>
</tr>
<tr>
<td>KNX</td>
<td>1070</td>
</tr>
</tbody>
</table>

Note: Verify these stations call numbers at least once a year.
EMERGENCY CRISIS TEAM
(Jeremy Fannon)

Duties:
Carry messages/information from and to Command Post.

Assignment:
ASB Advisor and ASB students

Location:
Immediately adjacent to Command Post

Training:
Familiarity with site specifics procedures of the disaster incident plans

Equipment:
1. Job description clipboard and paper
2. Pen, pencil
3. Campus 2-way radio (if available)
4. Hardhat
5. Site map marked with predetermined Search & Rescue search routes and locations of First Aid Station, Student Release Gate(s), and classroom assignments at Emergency Assembly Area (EAA)

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. As directed by the Planning/Intelligence Chief carry messages/reports between the Command Post and the following teams:
   - Search & Rescue,
   - Safety/Damage Assessment
   - Student Request/Release Gates
   - Medical/First Aid
   - Support Teams
   - Student Supervision (classes located in Emergency Assembly Area)
2. Monitor campus two-way radio
3. Accurately write out messages from the teams and verbally relate the messages to whomever they are directed and then to the Recorder/Incident Log position.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
STAFF STATUS  
(Millie Gaines and other assigned personnel)

Duties:  
Accounting for all staff on school site

Assignment:  
Office staff or other school personnel as designated

Location:  
Command Post

Training:  
Familiarity with District disaster plan

Equipment:  
1. Staff roster  
2. Job description clipboard and paper  
3. Pens, pencils, paper clips, stapler, tape, etc.  
4. File box/binder

Procedures:  
After evacuation from work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Receive Accountability Reports (Form-1)  
2. Immediately report known missing persons and site damage to Incident Commander.  
3. Report known missing persons and site damage to persons assigned to the Recorder/Incident Log and Campus Map positions.  
4. Check off staff roster and report accounted staff to Incident Commander and Recorder/Incident Log position.  
5. Prepare list of unaccounted for staff (and last known location) and give to Recorder/Incident Log and Campus Map positions.  
6. File forms for reference  
7. Compile list of staff at the Medical/First Aid Station.  
8. Maintain an updated roster of persons in the Resource Pool (include assignments as appropriate).  
9. Save and file all original notes, lists, and reports. These are considered legal documents.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
SUPPLY/PROCUREMENT/EQUIPMENT/SERVICES
(Gus Rocha)

Duties:
Provide materials and services in support of the disaster incident

Assignment:
Office staff or other school personnel as designated

Location:
Immediately adjacent to the Command Post

Training:
Familiarity with disaster and school supplies and equipment

Equipment:
- Pencils/Pens
- Pencil Sharpener (small/hand held)
- Stapler/Staples
- Transparent Tape
- Paper Clips
- Scissors
- EOC Message Forms
- Note pad
- Clipboard
- Rubber Bands
- Function Identification Sign
- "In" and "Out" Boxes (Trays)
- Masking Tape
- EOC team Communication Memo Forms
- Administrative Resource List
- Business-to-Business Phone Book
- Emergency Purchase Orders
- Receipt Book
- Inventory of disaster supplies
- Inventory of custodial supplies & equipment
- Inventory of food stores and food preparation equipment on campus

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. After shaking stops, report to Emergency Assembly Area and check in with department.
2. Proceed, when released, to the disaster storage area for team supplies and take supplies to the EOC to be used when needed.
3. Ongoing - As needed and requested by the Logistics Chief, obtain all necessary supplies, equipment and services necessary to effectively carry out the response operations of the disaster.
   - Requests for heavy equipment (cranes, bulldozers, etc.) and sanitation needs beyond your capabilities are to be directed to the District EOC.
   - Food needs beyond your capabilities are to be directed to the District EOC.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
CONVERGENT VOLUNTEERS
(Scott Schultz)

Duties:
1. Register and supervise convergent volunteers offering assistance.
2. Obtain convergent volunteers from available parents or community members converging on school campus.
3. Supervise Resource Pool, comprised of unassigned school personnel and registered convergent volunteers

Assignment:
School personnel as designated

Location:
Immediately adjacent to Command Post

Training:
1. Familiarity with school's Site Specifics and over all disaster plan
2. Familiarity with procedures for registering Disaster Service Workers

Equipment:
1. Job description clipboard and paper
2. Disaster Service Worker Registration form (Form-5)
3. File box/binder
4. Pens, pencils
5. Disposable name badges and black marking pen

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.
1. Check in all unassigned school or district personnel on campus.
2. Register all convergent volunteers and file forms.
3. Maintain a roster/log of all persons in the Resource Pool (unassigned staff and registered convergent volunteers)
   - Note date
   - Time checked in
   - Time released and assignment
   - Time returned to Resource Pool
   - Time left campus and destination (include means of transportation and with whom, if did not leave alone)
4. Provide a name badge for all persons in the Resource Pool. Indicate "Staff" or "Volunteer."
5. Release persons under you supervision directly to the Logistics Chief, who will "deliver" them to their assignment.
6. Keep Student/Staff Status updated.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
SUPPORT TEAM
(Gus Rocha, Tina Masters and associate personnel)

Duties:
1. Provide supplies, food, and sanitation services during the "coping" stage of the disaster.
2. It is anticipated that the Incident Commander will activate this team and/or Logistics Chief after the immediate response actions have been carried out by the other response teams.

Assignment:
1. Teaching, administrative, or custodial personnel
2. Augmented by unassigned staff and convergent volunteers

Location:
As determined by Logistics Chief and Incident Commander

Training:
Familiarity with location of all disaster supplies/equipment on campus and available through the District

Equipment:
1. Inventory lists - each site should create lists of designated disaster supplies, i.e., blankets, first aid supplies, water, wheelchair, cooking equipment, etc.
2. Job description clipboards
3. Carts for transporting supplies
4. Requisition forms or special disaster requisition forms, if available.
5. Disaster Team Report Form
6. Sanitation supplies (shovels, plastic bags/ties, toilet paper, signs, etc.)

Procedures:
After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.
1. Support Team lead person should check disaster supply storage to evaluate survival status.
2. Move supplies to safe area if necessary or possible.
3. Issue supplies to disaster teams as requested by Logistics Chief.
4. Send requests for additional supplies to Logistics Chief.
5. Sanitation person should establish field latrines (male and female) as needed. If it is safe to reenter the building(s), it might be possible to use existing toilet facilities by lining the stools with plastic bags. (The set up and procedures should be established prior to disaster situation, so that they can be explained to staff and students.) Support personnel should be stationed at latrines to instruct students on usage.
6. Upon request of Logistics Chief, food lead person establishes schedule and method of food preparation, feeding and clean up.
7. Food lead person organizes and sets up field kitchen if needed for extended emergencies.
8. Report regularly to Logistics Chief on status or problems encountered in assignment(s), using Disaster Team Report Form or other appropriate means.

CHECK IN AND CHECK OUT WITH TIMEKEEPING
TIMEKEEPING, PURCHASING/PROCUREMENT  
RECOVERY RECORDS MANAGEMENT  
(Millie Gaines)

Duties:
1. Check in and check out all personnel and convergent volunteers and track all disaster related work hours.
2. Obtain supplies and materials in the recovery phase.
3. Maintain all records of disaster (original notes, report forms, messages, student release records, medical/first aid records,

Assignment:
1. Office staff or other school personnel as designated
2. The major portion of the work of the Financial/Administration Section will take place during the recovery state of the disaster situation. Therefore, except for the person assigned to the Timekeeping position, persons assigned to Purchasing/Procurement (after the disaster) and Recovery Records Management can be assigned to other teams for the first day.

Training:
Familiarity with documentation of disaster claims and Workers Coup injury reports

Location:
1. During the disaster response stage, Timekeeping sets up immediately adjacent to Command Post.
2. Purchasing/Procurement and Recovery Records Management will operate out of their regular work areas or, if necessary, work areas designated by Finance/Administration Chief and Incident Commander.

Equipment:
Timekeeping
1. Roster of all school personnel
2. Pens, pencils, paper, paper clips, transparent tape, etc.
3. Job description clipboard and paper
4. Workers Coup forms and file box/binder
5. Check-in/Check-out sign

Purchasing/Procurement (after the disaster)
1. Purchase Orders
2. Administrative Resource List
3. Business-to-Business Phone Book
4. Receipt book

Recovery Records Management
1. Guidelines for recovery claims
   - State and FEMA
   - District insurance companies
2. Any advisories issued by District regarding proper documentation of insurance claims.

Continued next page
Timekeeping/Records Mgt., cont.

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Post, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

Timekeeping
1. Set up at Command Post. (Set up Check-in/Check-out sign.)
2. Log in all school and district staff (get information from Student/Staff Status) and all registered convergent volunteers (get information from Student/Staff Status).
3. Process all Workers Coup injury reports.

Purchasing/Procurement (after disaster)
1. Develop preliminary plans to restore the business functions of the school.
2. Day Two and Ongoing - As needed, write purchase orders to secure supplies to begin clean up and repairs. Whenever possible, go through the District for heavy equipment (cranes, bulldozers, etc.) and sanitation needs beyond your capabilities.
3. Ongoing - Maintain a detailed "paper trail" of all damages, repairs, costs, expenditures, etc. Maintain detailed records of all disaster related purchases.

Recovery Records Management
1. Obtain all notes, rosters, logs, records, reports, etc. from Command Post, Student Release, Medical/First Aid, Safety/Damage Assessment, Convergent Volunteers, Supply/Procurement/Equipment/Services, Search & Rescue, Security, Timekeeping, as well as from Purchasing/Procurement (after disaster).
2. Whenever possible, arrange for photographs to be taken of damages prior to repairs. Be sure that the photos and negatives are kept in a safe place. [Note: It would be most helpful for documentation of disaster loss to have a video of the condition of school facilities taken prior to the disaster.]
3. Prepare all recovery claims [insurance companies; city, county, state, and federal agencies; American Red Cross (if District facilities were used as shelters)].

CHECK IN AND CHECK OUT WITH TIMEKEEPING
AREA COORDINATORS
( Herbert, Friedman, Jarrett, Stuart, Paniagua, Culotta, Harris, Sayer, Fulkerson, Nickels, Klipfel, Layton, C. Miller, Beckham-Juarez)

Duties:
1. Check with every teacher in your area to insure that they have completed and submitted an Accountability Report to the Command Post.
2. Insure that all teachers in your area are supervising their students closely—not allowing the students to wander about.
3. Solicit needs from teachers in your area.
4. Establish communication with the Command Post via runner(s).
5. Coordinate addressing needs in your area with the Logistics Chief at the Command Post.
6. Every thirty (30) minutes, submit an update report on the status of your area to the Planning/Intelligence Chief at the Command Post and solicit an update from the Command Post to share with personnel in your area.

Assignment:
1. Communication link with Command Post/to area personnel
2. Area needs assessment

Location:
Determined by location in Assembly Area

Equipment:
1. Clipboard
2. Lined paper
3. Pens and pencils
4. Extra Accountability Report forms

Procedures:
After evacuation from the classroom and arriving in your Assembly Area, complete an Accountability Report form and send it with a runner to the Command Post. Along with the Accountability Report form, send with your runner a request to be relieved so you may carry out your duties as Area Coordinator. Once relieved of class supervision, begin circulating within your area, making contact with teachers. Insure that all teachers have properly completed and submitted an Accountability Report to the Command Post. Remind teachers to closely supervise their students—maintaining strict accountability of every student under their care. Ask teachers if they or their students have any needs. Record everything they request by teacher name. Submit a composite list of needs by teacher name (if relevant) to the Logistics section at the Command Post via your runner. Ask your runner to solicit an update of the overall situation and decisions being made that directly affect personnel in your area. Communicate updates to the teachers in your area. Do this every thirty (30) minutes. Continue monitoring your area as explained above.
TEACHERS WITH CLASSES:

1. Lead students through proper drop drill if appropriate.

2. Ascertain the extent of any injuries. Tape the RED “HELP NEEDED” sheet on the outside of the door if any injured must be left in the classroom. Tape the GREEN “ALL CLEAR” sheet on the outside of the door if the classroom is clear.

3. Evacuate classroom in a calm, orderly manner.

4. Escort class to the assembly area (football field or softball field) and take roll call.

5. Complete an Accountability Report sheet for your class—designate a reliable student as your runner and send the report to the CP with the runner--include students/staff needing mental health counseling.

6. Supervise and reassure your students throughout the emergency.

7. Keep all of your students with you for student location/reunion purposes.

8. Involve your students in activities that will keep them busy and maintain order.

TEACHERS WITHOUT CLASSES:
Immediately report to the Logistics Officer (Martha Spansel) at the Command Post and assist as directed.

INSTRUCTIONAL ASSISTANTS:
Stay with your assigned teacher/class.

GENERAL RESPONSIBILITIES:

1. If a disaster were to strike during school hours, our primary responsibility is to ensure the safety and security of our students first, and each other second. We can expect student flight and panic to some degree, however, most students will look to us for their safety and proper actions in a disaster. As staff and professionals, we must set the example of calm and fight the “flight” urge.

2. Due to the fact that most of us have our own families and our concern for them will be great, once we have established control here, we will initiate a relief system. This system will allow certain employees to leave, unite with their loved ones, take care of things, and then return (if requested) to relieve others to do the same until all of our students have been united with their families.
INCIDENT: ALARMS SOUNDING

When an alarm goes off during a passing period or a break immediately return to your classroom and access your e-mail and wait for further instructions.

INCIDENT: NO ALARMS SOUNDING

In the event that power is lost to the school and bells are not available: teachers should exercise conservative judgment and evacuate if they believe an emergency condition exists in their classroom. Regarding earthquakes: quakes and aftershocks can differ in their impact on classrooms and equipment within classrooms. If you feel that students could be in danger by remaining in the classroom, then please evacuate your classroom.

REMEMBER: IF A DISASTER SHOULD STRIKE BETWEEN CLASSES, STUDENTS ARE TO BE DIRECTED TO THE ASSEMBLY AREA (FOOTBALL FIELD) TO REPORT TO THEIR FOURTH PERIOD TEACHER.

PROTOCOL FOR LOCKDOWN

A LOCKDOWN situation exists when we need students in secured areas as quickly as possible. An armed intruder on campus, news of a potential drive-by shooting, a hazardous material (HAZMAT) threat, etc. could necessitate a LOCKDOWN. With some types of bomb threats, a LOCKDOWN may be safer than evacuating students onto the fields.

The signal for LOCKDOWN will be announced “Lockdown, Lockdown”—without code—over the public address (PA) system. Upon hearing the order to LOCKDOWN, teachers are to immediately ensure that all of their students are accounted for and lock all doors leading into the classroom. If a teacher has sent a student out of class with a pass, the teacher is to lock all doors leading into the classroom as that student will remain under the supervision of whomever the teacher sent the student.

The teacher is to move all students away from windows and doors. Teachers are to position themselves between the students and the door that opens to the outside. Order all students to the floor under desks or available tables for cover. DO NOT UNLOCK THE DOOR FOR ANY UNKNOWN PERSON WHO KNOCKS AND REQUESTS ENTRANCE. Keep the students calm and quiet. DO NOT UNLOCK THE DOOR(S) FOR ANY REASON UNTIL YOU HAVE BEEN NOTIFIED BY AN ADMINISTRATOR THAT ALL IS CLEAR. Updates and further instructions will be communicated openly over the PA system.

DURING BRUNCH OR LUNCH students, faculty, and staff not in classrooms are to report immediately to the MPR, gym or nearest classroom. Office and security personnel will be in these buildings to secure students. DURING PASSING PERIODS, instruct students to get into the nearest classroom. Employees are to do the same. Teachers are to accept any student who enters their room during a LOCKDOWN during a passing period. In these two scenarios, the employee in charge of a group of students is to write a list of students with them. The office will request these sheets immediately after the “ALL CLEAR” has been communicated.
DO NOT ACCESS YOUR TELEPHONE OR ALLOW ANYONE ELSE TO ACCESS YOUR TELEPHONE. LEAVE THE TELEPHONE LINE OPEN. The administration may communicate with specific classes at any given time during such a crisis. Instruct students NOT to use their cell phones during the crisis. That could cause an outsider to come to the school and become a victim. Teachers are to explain to their students that the Sheriff’s Station has been contacted and Sheriff’s Deputies are responding as you speak. Teachers will instruct their students to remain silent until an “ALL CLEAR” is given by the administration.

During the time when all doors are locked and people are being silent, the administration will be working with the Sheriff’s Deputies to eliminate the threat. Once the threat has been eliminated, the principal or his/her designee will use the PA system to announce “ALL IS CLEAR.” At that time, the principal or his/her designee will inform everyone of the threat and its disposition to ensure that all are informed.
INCIDENT: BOMB THREAT

Bomb threats may come via different mediums, e.g., telephonic, written, email, etc. To effectively respond to any bomb threat, there are precautionary steps that need to be taken. They are:

- understand your school emergency plan,
- have pre-established notification procedures,
- know where to evacuate students if directed to evacuate,
- be familiar with the facilities—know what belongs and what doesn’t belong.

After you are aware of a bomb threat, follow these steps:

IMMEDIATELY SHUT OFF ALL CELL PHONES AND WALKIE TALKIES AS THESE CAN BE USED TO DETINATE A BOMB

- when it is determined to evacuate, do so immediately—DO NOT STOP FOR PERSONAL EFFECTS,
- treat ALL bomb threats seriously, regardless of how many times they occur,
- know what to do if news media shows up—DO NOT ANSWER QUESTIONS, REFER TO PRINCIPAL,
- do not evacuate people into a parking lot—a bomber may lure people outside during a hoax, into the blast zone of a bomb planted inside a vehicle or fixed object,
- stay clear of classroom windows if you hear an explosion,
- know the chain of command to direct actions,
- exercise your action plan.

Telephonic Bomb Threat Actions

- Keep the caller on the line as long as possible.
- **DO NOT HANG UP THE PHONE THAT THE CALL CAME IN ON!!**
- Use another telephone to contact the administration.
- Using the Bomb Threat Information Form, record what the caller said—every word is the goal. If possible, record the entire conversation. **PAY PARTICULAR ATTENTION TO BACKGROUND NOISES.**
- Identify voice characteristics, accents, gender, age, etc.
- Get specifics on the bomb, i.e., location, detonation time, etc.
- Record the number the call was received on.
- Record the time, date, and duration of the call.
- Be available to law enforcement personnel for interviews.

Written Bomb Threat Actions

- Do NOT disturb or excessively handle the document/envelope.
- Report it to the administration.

Email Bomb Threat Actions

- Do NOT delete or disturb the email until law enforcement personnel have seen it.
- Report it to the administration.
If a Bomb is Found During a Security Check

- DO NOT TOUCH IT!!
- Do NOT disturb the surrounding area.
- Leave the room and report it to the administration immediately.
- Insure that people evacuating know a device was found and to stay clear of the affected area.

Suspicious Mail

- Do NOT shake or submerge the package or letter in water.
- DO NOT OPEN IT!!
- Report it to the administration.

Indicators of Possible Mail or Package Bombs

- An unusual or unknown place of origin
- No return address
- Excessive postage
- Abnormal size and/or weight
- Oily stains on the wrapping or package
- Wires or strings protruding from or attached to the package/letter
- Different return address than the postmark
- Misspellings on the package
- Peculiar odors, e.g., almonds, shoe polish, etc.
- White or color powdery substance on or inside the envelope
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: 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 (Type: _____)
- Party Machinery (Type: _____) Office Machines PA System
- 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)

Send one copy to Assistant Superintendent of Personnel, one copy to Director of Student Services, and keep one copy for school records.
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,” indicate buildings or areas evacuated:)
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

D. Remarks: __________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   (Principal’s Signature)
INCIDENT: TERRORIST THREAT

Terrorists carefully plan their operations, using time as their greatest asset. They will attack or seize what they consider a “soft target.” Criminals will do the same, looking for patterns or people who either let their guard down or are not aware of their surroundings.¹ Prior to a terrorist threat, do the following:

- As much as possible, stay unpredictable (try to vary daily activities);
- Stay situational aware;
- Report suspicious activities to an administrator or school deputy; and
- Know where and whom to go to for information or help.

If a general threat against the school or district is indicated, coordinate all measures with the school administration. The measures below will be applied:

- Be alert for people not associated with the school loitering near the office or classrooms, or watching your activities;
- Do not hesitate to question them as to their reasons for being there; and
- Be aware of people, vehicles, workmen and delivery people.

ACTIONS TO TAKE IF YOU BELIEVE YOU ARE UNDER SURVEILLANCE:

- Conceal your suspicions
- Do not force a confrontation
- Contact the administration and report your suspicions
- Observe general description/characteristics of the person(s) such as unique features, race, gender, height, weight, hair color, etc.
- Observe general description of their vehicles such as make, model, year, color, unique stickers, and—most important—license plate number

HOMELAND SECURITY ADVISORY SYSTEM²

The Homeland Security Advisory System was designed to provide a comprehensive means to disseminate information regarding the risk of terrorist acts to federal, state, and local authorities and the American people. This system provides warnings in the form of a set of graduated “Threat Conditions” that increase as the risk of the threat increases. At each threat condition, federal departments and agencies would implement a corresponding set of “Protective Measures” to further reduce vulnerability or increase response capability during a period of heightened alert.

There is always a risk of a terrorist threat. Each threat condition assigns a level of alert appropriate to the increasing risk of terrorist attacks. Beneath each threat condition are some suggested protective measures that the government and the public can take, recognizing that the heads of federal departments and agencies are responsible for developing and implementing appropriate agency-specific Protective Measures:

Low Condition (Green)
This condition is declared when there is a low risk of terrorist attacks. Federal departments and agencies will consider the following protective measures:

- Refine and exercise prearranged protective measures;
- Ensure personnel receive proper training on the Homeland Security Advisory System and specific prearranged department or agency protective measures; and
- Institute a process to assure that all facilities and regulated sectors are regularly assessed for vulnerabilities to terrorist attacks, and all reasonable measures are taken to mitigate these vulnerabilities.

At school we can review our school disaster plan and procedures and inventory our emergency supplies.

¹ AFJROTC Quick Reaction Checklists, Headquarters Operation Support
Guarded Condition (Blue)
This condition is declared when there is a general risk of terrorist attacks. In addition to the measures taken in the Green threat condition, federal departments and agencies will consider the following protective measures:

- Check communications with designated emergency response or command locations;
- Review and update emergency response procedures; and
- Provide the public with any information that would strengthen its ability to act appropriately.

In addition to the actions taken for the previous threat condition, we at school can:

- Update our disaster supply kit;
- Review our disaster plan;
- Hold Team meetings to discuss what members would do and how they would communicate in the event of an incident;
- Develop a more detailed Team communication plan; and
- Individuals with special needs would discuss their emergency plans with the principal and the section chiefs.

Elevated Condition (Yellow)
An Elevated Condition is declared when there is a significant risk of terrorist attacks. In addition to the measures taken in the Green and Blue threat conditions, federal departments and agencies will consider the following protective measures:

- Increase surveillance of critical locations;
- Coordinate emergency plans with nearby jurisdictions as appropriate;
- Assess whether the precise characteristics of the threat require the further refinement of rearranged protective measures; and
- Implement, as appropriate, contingency and emergency response plans.

In addition to the actions taken for the previous threat conditions, at school we can:

- Be observant of any suspicious activity and report it to the administration;
- Contact the District and other schools to discuss their plans and needs;
- Communicate our plans for an emergency and the procedures to reunite students with parents and caregivers; and
- Update our communication plan.

High Condition (Orange)
A High Condition is declared when there is a high risk of terrorist attacks. In addition to the measures taken in the Green, Blue, and Yellow threat conditions, federal departments and agencies will consider the following protective measures:

- Coordinate necessary security efforts with federal, state, and local law enforcement agencies, National Guard or other security and armed forces;
- Take additional precautions at public events, possibly considering alternative venues or even cancellation;
- Prepare to execute contingency procedures, such as moving to an alternate site or dispersing the workforce; and
- Restrict access to a threatened facility to essential personnel only.

In addition to the actions taken for the previous threat conditions, at school we can:

- Review our preparedness measures (including evacuation, assembling, and sheltering) for potential terrorist actions including chemical, biological, and radiological attacks;
- Advise all personnel to avoid high profile or symbolic locations; and
- Advise all personnel to exercise caution when traveling.

Severe Condition (Red)
A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. In addition to the protective measures in the Green, Blue, Yellow, and Orange threat conditions, federal departments and agencies also will consider the following general measures:
• Increase or redirect personnel to address critical emergency needs;
• Assign emergency response personnel and pre-position and mobilize specially trained teams or resources;
• Monitor, redirect, or constrain transportation systems; and
• Close public and government facilities not critical for continuity of essential operations, especially public safety.

In addition to the actions taken for the previous threat conditions, at school we can:

• Advise all personnel to avoid public gathering places such as stadiums, holiday gatherings, or other high risk locations;
• Direct all personnel to follow official instructions about restrictions to normal activities;
• Activate the Crisis Telephone Tree to communicate status of work;
• Advise all personnel to listen to the radio and TV for possible advisories or warnings; and

Prepare to take protective actions such as sheltering-in-place or evacuation if instructed to do so by public officials.
TEACHERS AND INSTRUCTIONAL ASSISTANTS

As part of a combined effort, the Saugus High School Administration has been working with the Sheriffs’ Department in preparing a Critical Incident Response Plan. If it is ever necessary to respond to a critical incident on campus, similar to Columbine H.S., you are to follow the procedures as outlined below:

- If you see the incident, immediately call on the emergency line, phone 5000.

- There will be an announcement over the PA system stating “LOCKDOWN, LOCKDOWN” alerting you to a critical campus incident that has been deemed to be serious and threatens the safety of staff and students. Keep your computer on and check your e-mail, it may be possible to communicate through e-mail.

- You are to go inside the closest building and encourage students to follow you. This is called “shelter in place” or also known as “lock down”.

- Once inside (gym, office, library, classroom), lock and/or barricade yourself and others inside. Use furniture to surround the group with everyone assuming a prone position on the floor away from doors/windows.

- **Once in place…No one leaves! No one enters!** There are to be no outside phone calls made by anyone. Since the entire school and neighborhood would be cordoned off, parents must not be alerted to come to the school.

- No one is to leave the classroom/building until they are given instructions by an administrator/deputy who will personally identify themselves.

- It may be necessary to transport students and staff to an evacuation area (Arroyo Seco JHS). You will be expected to help load students on buses. The loading areas and routes will be pre-designated and will be selected based on the location and type of incident.

- The Sheriffs’ Department will take care of the incident. Your most important job is to HELP STUDENTS. Keep them calm, safe and administer first aid.
OFFICE STAFF INSTRUCTIONS

As part of a combined effort, the Saugus High School Administration has been working with the Sheriff’s Department in preparing a Critical Incident Response Plan. If it is ever necessary to respond to a critical incident on campus, similar to Columbine H.S., you are to follow the procedures as outlined below:

There are two possible situations: one in which the office is the focus of the emergency and one in which there is an emergency on campus.

- Respond to an emergency in the office by leaving your work station as quickly as possible. Do not attempt to go to the area of concern. Leave by the nearest safe exit and go into the nearest classroom located in building “A”.

- If there is an emergency on campus, respond to the PA announcement “LOCK DOWN, LOCK DOWN” by gathering in the copy workroom and staying until further notice. The doors must be locked and/or furniture may be used as a barricade. No one is to leave until they are given instructions by an administrator/deputy who will personally identify themselves.

In such an emergency, there will be no verbal communication through the “all-call”, “walkies” or cell phones. Administrators and deputies will work out of a command post and will be making decisions for the safety of both staff and students. Having to wait and wonder what is happening outside of your “fortress” might be difficult but absolutely necessary.
As part of a combined effort, the Saugus High School Administration has been working with the Sheriffs’ Department in preparing a Critical Incident Response Plan. If it is ever necessary to respond to a critical incident on campus, similar to Columbine H.S., you are to follow the procedures as outlined below:

There are several possible situations: one in which the office is the focus of the emergency and one in which there is an emergency on campus.

**Emergency on Campus**

- Respond to the emergency PA announcement “LOCK DOWN, LOCKDOWN” by going inside the closest building and encouraging students to follow you. This includes the start of school, passing periods, brunch, lunch, close of school or during class time.

- Lock and/or barricade yourself and others inside. Once in place, NO ONE leaves and NO ONE enters.

- If you are in the administrative office, go to either the workroom or the counseling conference room and lock yourself and others inside. Avoid passing through an open space or past windows in making your decision. These two safe areas will also be used by clerical staff, students and visitors.

**Incident in the Administration Building**

- Exit through the nearest outside door. Try and get to building “A” classrooms.

- DO NOT attempt to go to the area of concern to subdue or talk with the person creating the disturbance. That is the duty of Sheriff’s Department.

**Responsibilities**

- Keep students safe and calm, do not allow them to leave. Have them get away from windows and use furniture as barricades. No one is to use the classroom telephone except for medical emergencies.

- During nutrition and lunch: Jim will open gym doors.

**KEEP YOUR WALKIE ON BUT DO NOT CALL OUT, USE ONLY TO RECEIVE CALLS THAT WILL BE DIRECTED TO YOU OR ALL CAMPUS SUPERVISORS.**
Critical Incident Response Plan

PARENT INFORMATION AND DIRECTIONS

As part of a combined effort, the Saugus High School Administration has been working with the Sheriff’s Department in preparing a Critical Incident Response Plan. If it is ever necessary to respond to a critical incident on campus, similar to Columbine H.S., we have established procedures for staff and students. The procedures have been discussed in classrooms and with staff in small groups to ensure a full understanding of what is expected of each individual. The following is a brief summary of what has been presented to students and also includes what parents can do to help us insure everyone’s safety.

- All call over the PA system to alert students of a critical incident. Students will remain in their classroom supervised by their teachers. If the incident occurs during passing periods, before or after school or at lunch, students should run to the nearest building. P.E. classes will be sent to the locker rooms or gymnasium immediately.
- The Sheriff’s Department would set up a command post and cordoned off the area around the school. No one, including parents, will be allowed inside the perimeter.
- Students will be “locked in” until the Sheriff’s Department permits an evacuation. During this time no outgoing phone calls will be allowed. Such a drain on our phone lines will shut the system down and it will be critical for phones to be free to receive calls from deputies and administrators and to receive calls for help with serious injuries.
- It may be necessary to transport students and staff off campus to an evacuation site at Central Park.
- Please do not try to call or come to the school. This will hamper our ability to implement the plan and make it more difficult to direct our attention to the safety of all students and staff. We have direct access to a news desk that will give regular updates from radio and television stations.
- Discussing/reviewing parental expectations and your family’s plan will be extremely important. It will be easier for students to follow our directions if they know you have the ability to get updates from the news media and know their safety is our number one priority.
As part of a combined effort, the Saugus High School Administration has been working with the Sheriffs’ Department in preparing a Critical Incident Response Plan. If it is ever necessary to respond to a critical incident on campus, similar to Columbine H.S., you are to follow the procedures as outlined below:

• Be assured that the administration has made specific plans on how to contact the Sheriffs’ Department for emergency help. The plan includes many responses that are being put in motion outside the classroom.

• The only thing you as a student can control is your reaction to such a crisis and your willingness to follow instructions to keep you and your classmates safe.

• There will be a long continuous bell which will indicate a critical emergency on campus.

• If you are inside a classroom or other structure, you will stay inside the classroom. The teacher will lock the door and instruct you to stay away from windows and get down on the floor.

• If you are outside when this bell rings, you are to go into the nearest building. You should identify places on campus that you can readily get to from various locations on campus. Get into the secure place and follow the directions of the adult inside. If no adult is present, follow the guidelines as discussed.

• No one will leave; calls from the classroom will not be permitted except by the teacher for medical emergencies. You will not be able to call home, work, etc. Your parents will know what is happening by accessing the local TV and radio stations.

• When you are released you may be released room-by-room and transported to an evacuation site. You may also be released and told to leave campus via a specific route. Please cooperate with any directions you are given.

It is our hope that we will never need to implement such a plan. If you can remain calm, remember what to do and follow directions, the plan will insure the greatest amount of safety for everyone.
INCIDENT: CHEMICAL AND BIOLOGICAL WEAPONS

In case of a chemical or biological weapon attack at school, the administration will instruct you on the best course of action. This may be to evacuate the area immediately, to seek shelter at a designated location, or to take immediate shelter where you are and seal the premises. The best way to protect you is to take emergency preparedness measures ahead of time and to get medical attention as soon as possible, if needed.

CHEMICAL

Chemical warfare agents are poisonous vapors, aerosols, liquids, or solids that have toxic effects on people, animals or plants. They can be released by bombs, sprayed from aircraft, boats, or vehicles, or used as a liquid to create a hazard to people and the environment. Some chemical agents may be odorless and tasteless. They can have an immediate effect (a few seconds to a few minutes) or a delayed effect (several hours to several days). While potentially lethal, chemical agents are difficult to deliver in lethal concentrations. Outdoors, the agents often dissipate rapidly. Chemical agents are also difficult to produce.

There are six types of chemical agents:
- Lung-damaging (pulmonary) agents such as phosgene,
- Cyanide,
- Vesicants or blister agents such as mustard,
- Nerve agents such as GA (tabun), GB (sarin), GD (soman), GF, and VX,
- Incapacitating agents such as BZ, and
- Riot-control agents (similar to MACE).

BIOLOGICAL

Biological agents are organisms or toxins that can kill or incapacitate people, livestock and crops. The three basic groups of biological agents that would likely be used as weapons are bacteria, viruses, and toxins.

1. **Bacteria.** Bacteria are small free-living organisms that reproduce by simple division and are easy to grow. The diseases they produce often respond to treatment with antibiotics.
2. **Viruses.** Viruses are organisms that require living cells in which to reproduce and are intimately dependent upon the body they infect. Viruses produce diseases that generally do not respond to antibiotics. However, antiviral drugs are sometimes effective.
3. **Toxins.** Toxins are poisonous substances found in, and extracted from, living plants, animals, or microorganisms; some toxins can be produced or altered by chemical means. Some toxins can be treated with specific antitoxins and selected drugs.

Most biological agents are difficult to grow and maintain. Many break down quickly when exposed to sunlight and other environmental factors, while others such as anthrax spores are very long lived. They can be dispersed by spraying them in the air, or infecting animals, which carry the disease to humans as well as through food and water contamination.

- Aerosols—Biological agents are dispersed into the air, forming a fine mist that may drift to files. Inhaling the agent may cause disease in people or animals.
- Animals—Some diseases are spread by insects and animals, such as fleas, mice, flies, and mosquitoes. Deliberately spreading diseases through livestock is also referred to as agroterrorism.
- Food and water contamination—Some pathogenic organisms and toxins may persist in food and water supplies. Most microbes can be killed, and toxins deactivated, by cooking food and boiling water. Anthrax spores formulated as a white powder were mailed to individuals in the government and media in the fall of 2001. Postal sorting machines and opening of letters dispersed the spores as aerosols. Several deaths resulted. The effect was to disrupt mail service and to cause a widespread fear of handling delivered mail among the public.

Person-to-person spread of a few infectious agents is also possible. Humans have been the source of infection for smallpox, plague, and the Lassa viruses.

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WHAT TO DO TO PREPARE FOR A CHEMICAL OR BIOLOGICAL ATTACK

- Maintain disaster supplies; and
- Rehearse emergency procedures.
- Keep a complete, spare set of clothing in your room/office in a tightly sealed container.

WHAT TO DO DURING A CHEMICAL OR BIOLOGICAL ATTACK

1. Listen to announcements over the PA system for instructions from the administration such as whether to remain inside or to evacuate.
2. If you are instructed to remain indoors:
   - Turn off heating and air conditioning unit and any fan in the room/office.
   - Cover all ventilation vents.
   - Seal the room/office with duct tape. Ten square feet of floor space per person will provide sufficient air to prevent carbon dioxide build-up for up to five hours.
   - Keep students calm and quiet. Try to get people to sleep, as you remain awake.
   - Remain in room/office until you receive additional instructions.
3. If you are caught in an unprotected area, you should:
   - Attempt to get up-wind of the contaminated area.
   - Attempt to find shelter as quickly as possible.
   - Listen for instructions from the administration.

WHAT TO DO AFTER A CHEMICAL ATTACK

Immediate symptoms of exposure to chemical agents may include blurred vision, eye irritation, difficulty breathing and nausea. A person affected by a chemical or biological agent requires immediate attention by professional medical personnel. If medical help is not immediately available, decontaminate yourself and assist in decontaminating others. Decontamination is needed with minutes of exposure to minimize health consequences. (However, you should NOT leave the safety of a shelter to go outdoors to help others until the administration announces that it is safe to do so.)

1. Use extreme caution when helping others who have been exposed to chemical agents:
   - Remove all clothing and other items in contact with the body.
   - Contaminated clothing normally removed over the head should be cut off to avoid contact with the eyes, nose, and mouth.
   - Put all removed clothing into a plastic bag.
   - Decontaminate hands using soap and water if available.
   - Remove eyeglasses or contact lenses.
   - Decontaminate eyeglasses in a pan of household bleach.
2. Flush eyes with lots of water.
3. Gently wash face and hair with soap and water; then thoroughly rinse with water.
4. Decontaminate other body areas likely to have been contaminated. **Blot (do not swab or scrape) with a cloth soaked in soapy water and rinse with clear water.**
5. Change into uncontaminated clothes. **Clothing stored in drawers or closets is likely to be uncontaminated.**
6. If possible, proceed to a medical facility for screening.

WHAT TO DO AFTER A BIOLOGICAL ATTACK

In many biological attacks, people will not know they have been exposed to an agent. In such situations, the first evidence of an attack may be when you notice symptoms of the disease caused by an agent exposure, and you should seek immediate medical attention for treatment.
In some situations, like the anthrax letters sent in 2001, people may be alerted to a potential exposure. If this is the case, pay close attention to all official warnings and instructions on how to proceed. The delivery of medical services for a biological event may be handled differently to respond to increased demand. Again, it will be important for you to pay attention to official instructions via radio, television, and emergency alert systems.

If you skin or clothing comes in contact with a visible, potentially infectious substance, you should remove and bag your clothes and personal items and wash yourself with warm soapy water immediately. Put on clean clothes and seek medical assistance.

For more information, visit the website for the Centers for Disease Control and Prevention: www.bt.cdc.gov.
INCIDENT: NUCLEAR AND RADIOLOGICAL ATTACK
(For Home and Work)

Nuclear explosions can cause deadly effects—blinding light, intense heat (thermal radiation), initial nuclear radiation, blast, fires started by the heat pulse, and secondary fires caused by the destruction. They also produce radioactive particles called fallout that can be carried by wind for hundreds of miles.

Terrorist use of a radiological dispersion device (RDD)—often called “dirty nuke” or “dirty bomb”—is considered far more likely than use of a nuclear device. These radiological weapons are a combination of conventional explosives and radioactive material designed to scatter dangerous and sub-lethal amounts of radioactive material over a general area. Such radiological weapons appeal to terrorists because they require very little technical knowledge to build and deploy compared to that of a nuclear device. Also, these radioactive materials, used widely in medicine, agriculture, industry and research, are much more readily available and easy to obtain compared to weapons grade uranium or plutonium.

Terrorist use of a nuclear device would probably be limited to a single smaller “suitcase” weapon. The strength of such a weapon would be in the range of the bombs used during World War II. The nature of the effects would be the same as a weapon delivered by an inter-continental missile, but the area and severity of the effects would be significantly more limited.

There is no way of knowing how much warning time there would be before an attack by a terrorist using a nuclear or radiological weapon. A surprise attack remains a possibility.

The danger of a massive strategic nuclear attack on the United States involving many weapons receded with the end of the Cold War. However, some terrorists have been supported by nations that have nuclear weapons programs.

If there were threat of an attack from a hostile nation, people living near potential targets could be advised to evacuate or they could decide on their own to evacuate to an area not considered a likely target. Protection from radioactive fallout would require taking shelter in an underground area, or in the middle of a large building.

In general, potential targets include:
- Strategic missile sites and military bases;
- Centers of government such as Washington, D.C., and state capitals;
- Important transportation and communication centers;
- Manufacturing, industrial, technology and financial centers;
- Petroleum refineries, electrical power plants and chemical plants; and
- Major ports and airfields.

Taking shelter during a nuclear attack is absolutely necessary. There are two kinds of shelters—blast and fallout.

Blast shelters offer some protection against blast pressure, initial radiation, heat and fire, but even a blast shelter could not withstand a direct hit from a nuclear detonation.

Fallout shelters do not need to be specially constructed for that purpose. They can be any protected space, provided that the walls and roof are thick and dense enough to absorb the radiation given off by fallout particles. The three protective factors of a fallout shelter are shielding, distance, and time.

- **Shielding.** The more heavy, dense materials—thick walls, concrete, bricks, books and earth—between you and the fallout particles the better.
- **Distance.** The more distance between you and the fallout particles the better. An underground area, such as a home or office building basement, offers more protection than the first floor of a building. A floor near the middle of a high-rise may be better, depending on what is nearby at that level on which significant fallout particles would collect. Flat roofs collect fallout particles so the top floor is not a good choice, nor is a floor adjacent to a neighboring flat roof.
- **Time.** Fallout radiation loses its intensity fairly rapidly. In time, you will be able to leave the fallout shelter. Radioactive fallout poses the greatest threat to people during the first two weeks, by which time it has declined to about 1% of its initial radiation level.

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Remember that any protection, however temporary, is better than none at all, and the more shielding, distance and time you can take advantage of, the better.

**Electromagnetic pulse**

In addition to other effects, a nuclear weapon detonated in or above the earth’s atmosphere can create an electromagnetic pulse (EMP), a high-density electrical field. EMP acts like a stroke of lightning but is stronger, faster and briefer. EMP can seriously damage electronic devices connected to power sources or antennas. This includes communication systems, computers, electrical appliances, and automobile or aircraft ignition systems. The damage could range from a minor interruption to actual burnout of components. Most electronic equipment within 1,000 miles of a high-altitude nuclear detonation could be affected. Battery powered radios with short antennas generally would not be affected.

Although EMP is unlikely to harm most people, it could harm those with pacemakers or other implanted electronic devices.

**What to do before a nuclear or radiological attack**

1. Learn the warning signals and all sources of warning used in your community. Make sure you know what the signals are, what they mean, how they will be used, and what you should do if you hear them. AT SHS, THE SIGNAL WILL BE AN OPEN ANNOUNCEMENT OVER THE PA SYSTEM.

2. Assemble and maintain a disaster supply kit with food, water, medications, fuel and personal items adequate for up to 2 weeks—the more the better.

3. Find out what public buildings in your community may have been designated as fallout shelters. It may have been years ago, but start there, and learn which buildings are still in use and could be designated as shelters again.
   - Call your local emergency management office.
   - Look for yellow and black fallout shelter signs on public buildings. Note: With the end of the Cold War, many of the signs have been removed from the buildings previously designated.
   - If no noticeable or official designations have been made, make your own list of potential shelters near your home, workplace and school: basements, or the windowless center area of middle floors in high-rise buildings, as well as subways and tunnels.
   - Give your household clear instructions about where fallout shelters are located and what actions to take in case of attack.

4. If you live in an apartment building or high-rise, talk to the manager about the safest place in the building for sheltering, and about providing for building occupants until it is safe to go out.

5. There are few public shelters in many suburban and rural areas. If you are considering building a fallout shelter at home, keep the following in mind:
   - A basement, or any underground area, is the best place to shelter from fallout. Often, few major changes are needed, especially if the structure has two or more stories and its basement—or one corner of it—is below ground.
   - Fallout shelters can be used for storage during non-emergency periods, but only store things there that can be very quickly removed. (When they are removed, dense, heavy items may be used to add to the shielding.)
   - All the items you will need for your stay need not be stocked inside the shelter itself but can be stored elsewhere, as long as you can move them quickly to the shelter.

6. Learn about your community’s evacuation plans. Such plans may include evacuation routes, relocation sites, how the public will be notified and transportation options for people who do not own cars and those who have special needs.

7. Acquire other emergency preparedness booklets that you may need. See the “For More Information” chapter at the end of this guide.

**What to do during a nuclear or radiological attack**

1. Do not look at the flash or fireball—it can blind you.

2. If you hear an attack warning:
   - Take cover as quickly as you can (if you are alone, HEAD TO THE MAIN OR SMALL GYMNASIUM or, if you are with students, ESCORT YOUR STUDENTS TO THE MAIN OR SMALL GYMNASIUM), and stay there unless instructed to do otherwise.
If you are caught outside, unable to get inside immediately, take cover behind anything that might offer protection. Lie flat on the ground and cover your head.

If the explosion is some distance away, it could take 30 seconds or more for the blast wave to hit.

3. Protect yourself from radioactive fallout. If you are close enough to see the brilliant flash of a nuclear explosion, the fallout will arrive in about 20 minutes. Take shelter, even if you are many miles from ground zero—radioactive fallout can be carried by the winds for hundreds of miles. Remember the three protective factors: shielding, distance and time.

4. Keep a battery-powered radio with you, and listen for official information. Follow the instructions given. Local instructions should always take precedence: officials on the ground know the local situation best.

What to do after a nuclear or radiological attack

1. Do not leave the shelter until officials say it is safe. Follow their instructions when leaving.

2. If in a fallout shelter, stay in your shelter until local authorities tell you it is permissible or advisable to leave. The length of your stay can range from a day or two to four weeks.
   - Contamination from a radiological dispersion device could affect a wide area, depending on the amount of conventional explosives used, the quantity of radioactive material and atmospheric conditions.
   - A “suitcase” terrorist nuclear device detonated at or near ground level would produce heavy fallout from the dirt and debris sucked up into the mushroom cloud.
   - A missile-delivered nuclear weapon from a hostile nation would probably cause an explosion many times more powerful than a suitcase bomb, and provide a greater cloud of radioactive fallout.
   - The decay rate of the radioactive fallout would be the same, making it necessary for those in the areas with highest radiation levels to remain in shelter for up to a month.
   - The heaviest fallout would be limited to the area at or downwind from the explosion, and 80% of the fallout would occur during the first 24 hours.
   - Because of these facts and the very limited number of weapons terrorists could detonate, most of the country would not be affected by fallout.
   - People in most of the areas that would be affected could be allowed to come out of shelter and, if necessary, evacuate to unaffected areas within a few days.

3. Although it may be difficult, make every effort to maintain sanitary conditions in your shelter space.

4. Water and food may be scarce. Use them prudently but do not impose severe rationing, especially for children, the ill or elderly.

5. Cooperate with shelter managers. Living with many people in confined space can be difficult and unpleasant.

Returning to your home

1. Keep listening to the radio for news about what to do, where to go, and places to avoid.

2. If your home was within the range of a bomb’s shock wave, or you live in a high-rise or other apartment building that experienced a non-nuclear explosion, check first for any sign of collapse or damage, such as:
   - Toppling chimneys, falling bricks, collapsing walls, plaster falling from ceilings;
   - Fallen light fixtures, pictures and mirrors;
   - Broken glass from windows;
   - Overturned bookcases, wall units or other fixtures;
   - Fires from broken chimneys; and
   - Ruptured gas and electric lines.

3. Immediately clean up spilled medicines, drugs, flammable liquids, and other potentially hazardous materials.

4. Listen to your battery-powered radio for instructions and information about community services.

5. Monitor the radio and your television for information on assistance that may be provided. Local, state and federal governments and other organizations will help meet emergency needs and help you recover from damage and losses.
6. The danger may be aggravated by broken water mains and fallen power lines.

7. If you turned gas, water and electricity off at the main valves and switch before you went to shelter:
   - Do not turn the gas back on. The gas company will turn it back on for you or you will receive other instructions.
   - Turn the water back on at the main valve only after you know the water system is working and water is not contaminated.
   - Turn electricity back on at the main switch only after you know the wiring is undamaged in your home and the community electrical system is functioning.
   - Check to see that sewage lines are intact before using sanitary facilities.

8. Stay away from damaged areas.

9. Stay away from areas marked “radiation hazard” or “HAZMAT.”
Thunderstorms are very common and affect great numbers of people each year. Despite their small size in comparison to hurricanes and winter storms, all thunderstorms are dangerous. Every thunderstorm produces lightning. Other associated dangers of thunderstorms include tornadoes, strong winds, hail, and flash flooding. Flash flooding is responsible for more fatalities—more than 140 annually—than any other thunderstorm-associated hazard.

Some thunderstorms do not produce rain that reaches the ground. These are generically referred to as dry thunderstorms and are most prevalent in the western United States. Known to spawn wildfires, these storms occur when there is a large layer of dry air between the base of the cloud and the ground. The falling raindrops evaporate, but lightning can still reach the ground.

What to do before thunderstorms approach

1. Know the terms used by weather forecasters:
   - Severe Thunderstorm Watch—Tells you when and where severe thunderstorms are likely to occur. Watch the sky and stay tuned to radio or television to know when warnings are issued.
   - Severe Thunderstorm Warning—Issued when severe weather has been reported by spotters or indicated by radar. Warnings indicate imminent danger to life and property to those in the path of the storm.

2. Know thunderstorm facts:
   - Thunderstorms may occur singly, in clusters, or in lines.
   - Some of the most severe weather occurs when a single thunderstorm affects one location for an extended time.
   - Thunderstorms typically produce heavy rain for a brief period, anywhere from 30 minutes to an hour.
   - Warm, humid conditions are very favorable for thunderstorm development.
   - A typical thunderstorm is 15 miles in diameter and lasts an average of 30 minutes.
   - Of the estimated 100,000 thunderstorms each year in the United States, about 10 percent are classified as severe.
   - A thunderstorm is classified as severe if it produces hail at least three-quarters of an inch in diameter, has winds of 58 miles per hour or higher, or produces a tornado.

3. Know the calculation to determine how close you are to a thunderstorm:
   Count the number of seconds between a flash of lightning and the next clap of thunder. Divide this number by 5 to determine the distance to the lightning in miles.

4. Remove dead or rotting trees and branches that could fall and cause injury or damage during a severe thunderstorm.

5. When a thunderstorm approaches, secure outdoor objects that could blow away or cause damage. Shutter windows, if possible, and secure outside doors. If shutters are not available, close window blinds, shades, or curtains.

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The ingredient that defines a thunderstorm is lightning. Since lightning creates thunder, a storm producing lightning is called a thunderstorm.

Lightning occurs during all thunderstorms. Lightning results from the buildup and discharge of electrical energy between positively and negatively charged areas.

The unpredictability of lightning increases the risk to individuals and property. In the United States, an average of 300 people are injured and 80 people are killed each year by lightning. Although most lightning victims survive, people struck by lightning often report a variety of long-term, debilitating symptoms, including memory loss, attention deficits, sleep disorders, numbness, dizziness, stiffness in joints, irritability, fatigue, weakness, muscle spasms, depression, and an inability to sit for a long period of time.

When thunderstorms threaten your area, get inside a home, building or hard top automobile (not a convertible) and stay away from metallic objects and fixtures.

1. If you are inside a home:
   - Avoid showering or bathing. Plumbing and bathroom fixtures can conduct electricity;
   - Avoid using a corded telephone, except for emergencies. Cordless and cellular telephones are safe to use;
   - Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage; and
   - Use your battery-operated radio for updates from local officials (a National Oceanic and Atmospheric Administration (NOAA) radio is recommended).

2. If outside, with no time to reach a safe location, follow these recommendations:
   - In a forest, seek shelter in a low area under a thick growth of small trees;
   - In open areas, go to a low place such as a ravine or valley. Be alert for flash floods;
   - Do not stand under a natural lightning rod, such as a tall, isolated tree in an open area;
   - Do not stand on a hilltop, in an open field, on the beach or in a boat on the water;
   - Avoid isolated sheds or other small structures in open areas;
   - Get away from open water. If you are boating or swimming, get to land and find shelter immediately;
   - Get away from anything metal—tractors, farm equipment, motorcycles, golf carts, golf clubs and bicycles;
   - Stay away from wire fences, clotheslines, metal pipes, rails and other metallic paths that could carry lightning to you from some distance away; and
   - If you feel your hair stand on end (which indicates that lightning is about to strike), squat low to the ground on the balls of your feet. Place your hands over your ears and your head between your knees. Make yourself the smallest target possible and minimize your contact with the ground. DO NOT lie flat on the ground.

3. Remember these facts and safety tips about lightning.

Facts:
   - Lightning often strikes outside of heavy rain and may occur as far as 10 miles away from any rainfall.
   - Lightning-strike victims carry no electrical charge and should be attended to immediately. If breathing has stopped, begin mouth-to-mouth resuscitation. If the heart has stopped, a trained person should administer CPR. If the victim has a pulse and is breathing, look for other possible injuries. Check for burns where the lightning entered and left the body. Be alert also for nervous system damage, broken bones, and loss of hearing or eyesight. Contact your local emergency management office or American Red Cross chapter for information on CPR and first aid classes.
   - “Heat lightning” is actually lightning from a thunderstorm too far away for thunder to be heard. However, the storm may be moving in your direction!

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• Most lightning deaths and injuries occur when people are caught outdoors in the summer months during the afternoon and evening.
• Many fires in the western United States and Alaska are started by lightning.
• Lightning can occur from cloud-to-cloud, within a cloud, cloud-to-ground, or cloud-to-air.
• Your chances of being struck by lightning are estimated to be 1 in 600,000 but could be even less by following safety tips.

Safety Tips:
• Postpone outdoor activities if thunderstorms are likely.
• Remember the 30/30 lightning safety rule: go indoors if, after seeing lighting, you cannot count to 30 before hearing thunder and stay indoors for 30 minutes after hearing the last clap of thunder.
• Rubber-soled shoes and rubber tires provide NO protection from lightning. However, the steel frame of a hard-topped vehicle provides increased protection if you are not touching metal. Although you may be injured if lightning strikes your car, you are much safer inside a vehicle than outside in the open.
EXTREME HEAT (Heat Wave)

Heat kills by pushing the human body beyond its limits. Under normal conditions, the body’s internal thermostat produces perspiration that evaporates and cools the body. However, in extreme heat and high humidity, evaporation is slowed and the body must work extra hard to maintain a normal temperature.

Most heat disorders occur because the victim has been overexposed to heat or has over-exercised for his or her age and physical condition. The elderly, young children, and those who are sick or overweight are more likely to succumb to extreme heat.

Conditions that can induce heat-related illnesses include stagnant atmospheric conditions and poor air quality. Consequently, people living in urban areas may be at greater risk from the effects of a prolonged heat wave than those living in rural areas. Also, asphalt and concrete store heat longer and gradually release heat at night, which can produce higher nighttime temperatures known as the “urban heat island effect.”

What to do before an extreme heat emergency
1. Know the terms associated with extreme heat:
   - Heat wave—Prolonged period of excessive heat, often combined with excessive humidity;
   - Heat index—A number in degrees Fahrenheit (F) that tells how hot it feels when relative humidity is added to the air temperature. Exposure to full sunshine can increase the heat index by 15 degrees;
   - Heat cramps—Muscular pains and spasms due to heavy exertion. Although heat cramps are the least severe, they are often the first signal that the body is having trouble with the heat;
   - Heat exhaustion—Typically occurs when people exercise heavily or work in a hot, humid place where body fluids are lost through heavy sweating. Blood flow to the skin increases, causing blood flow to decrease to the vital organs. This results in a form of mild shock. If not treated, the victim’s condition will worsen. Body temperature will keep rising and the victim may suffer heat stroke;
   - Heat stroke—Heat stroke is life-threatening. The victim’s temperature control system, which produces sweating to cool the body, stops working. The body temperature can rise so high that brain damage and death may result if the body is not cooled quickly; and
   - Sun stroke—another term for heat stroke.

2. Consider the following preparedness measures when faced with the possibility of extreme heat:
   - Install window air conditioners snugly, insulate if necessary;
   - Close any floor heat registers nearby and use a circulating or box fan to spread cool air;
   - Check air-conditioning ducts for proper insulation;
   - Install temporary reflectors, such as aluminum foil covered cardboard, to reflect heat back outside and be sure to weather-strip doors and sills to keep cool air in; and
   - Cover windows that receive morning or afternoon sun with drapes, shades, awnings or louvers. Outdoor awnings or louvers can reduce the heat that enters a home by up to 80 percent. Consider keeping storm windows up all year.

3. See the “Emergency Planning and Disaster Supplies” chapter for more information.

What to do during extreme heat or a heat wave emergency
1. Stay indoors as much as possible.
   - If air conditioning is not available, stay on the lowest floor out of the sunshine.
   - Remember that electric fans do not cool, they just blow hot air around.

2. Eat well-balanced, light and regular meals. Avoid using salt tablets unless directed to do so by a physician.

3. Drink plenty of water regularly even if you do not feel thirsty.
   - Persons who have epilepsy or heart, kidney, or liver disease, are on fluid-restrictive diets, or have a problem with fluid retention should consult a doctor before increasing liquid intake.

4. Limit intake of alcoholic beverages.
Although most sodas, beer and other alcoholic beverages appear to satisfy thirst, they actually cause further body dehydration.


6. Dress in loose fitting clothes that cover as much skin as possible.
   Lightweight, light-colored clothing reflects heat and sunlight and helps maintain normal body temperature.

7. Protect face and head by wearing a wide-brimmed hat.

8. Avoid too much sunshine.
   Sunburn slows the skin’s ability to cool itself. Use a sunscreen lotion with a high SPF (sun protection factor) rating (i.e., 15 or greater).

9. Avoid strenuous work during the warmest part of the day. Use a buddy system when working in extreme heat and take frequent breaks.

10. Spend at least two hours per day in an air-conditioned place. If your home is not air conditioned, consider spending the warmest part of the day in public buildings such as libraries, schools, movie theaters, shopping malls and other community facilities.

11. Check on family, friends, and neighbors who do not have air conditioning and who spend much of their time alone.

First-aid for heat-induced illnesses

1. Sunburn
   - **Symptoms:** Skin redness and pain, possible swelling, blisters, fever, headaches.
   - **First Aid:** Take a shower, using soap, to remove oils that may block pores, preventing the body from cooling naturally. If blisters occur, apply dry, sterile dressings and get medical attention.

2. Heat cramps
   - **Symptoms:** Painful spasms, usually in leg and abdominal muscles. Heavy sweating.
   - **First Aid:** Get the victim out to a cooler location. Lightly stretch and gently massage affected muscles to relieve spasm. Give sips of up to a half glass of cool water every 15 minutes. Do not give liquids with caffeine or alcohol. If nauseous, discontinue liquids.

3. Heat exhaustion
   - **Symptoms:** Heavy sweating and skin may be cool, pale or flushed. Weak pulse. Normal body temperature is possible but temperature will likely rise. Fainting or dizziness, nausea or vomiting, exhaustion and headaches are possible.
   - **First Aid:** Get victim to lie down in a cool place. Loosen or remove clothing. Apply cool, wet cloths. Fan or move victim to air-conditioned place. Give sips of water if victim is conscious. Be sure water is consumed slowly. Give half glass of cool water every 15 minutes. If nausea occurs, discontinue. If vomiting occurs, seek immediate medical attention.

4. Heat stroke (sun stroke)
   - **Symptoms:** High body temperature (105+). Hot, red, dry skin. Rapid, weak pulse; and rapid, shallow breathing. Possible unconsciousness. Victim will likely not sweat unless victim was sweating from recent strenuous activity.
   - **First Aid:** Heat stroke is a severe medical emergency. Call 911 or emergency medical services or get the victim to a hospital immediately. Delay can be fatal. Move victim to a cooler environment. Remove clothing. Try a cool bath, sponging or wet sheet to reduce body temperature. Watch for breathing problems. Use extreme caution. Use fans and air conditioners.
INCIDENT: REPORTED GUN ON CAMPUS

IN A CLASSROOM

- Confirm location of the suspect.
- Direct teacher to instruct class as if nothing is wrong, but stand near the suspect’s desk.
- An administrator, campus supervisor, and the deputy will report to the room. The administrator will enter first and go directly to the suspect (where the teacher is standing). The deputy will follow within seconds. The campus supervisor will enter the room third and remain at the door and await directions.
- The suspect’s belongings will be given to the campus supervisor to carry to the office.
- The administrator, deputy and campus supervisor will escort the suspect to the office.
- The deputy will question the suspect in the presence of the administrator and the campus supervisor.

AT NO TIME, WHILE IN THE CLASSROOM, WILL THE ADMINISTRATOR, DEPUTY, OR CAMPUS SUPERVISOR MENTION THE SUSPICIONS OR THEIR PURPOSE.

ON SCHOOL PROPERTY-NOT IN A BUILDING

- Confirm location of the suspect.
- Direct campus supervisor to maintain visual of suspect from a safe distance and update administrator of suspect’s movement/location.
- The deputy and administrator will immediately report to and confront the suspect.
- The deputy and administrator will conduct a quick search of the suspect’s body and belongings for a weapon.
- The suspect’s belongings will be given to the campus supervisor to carry to the office.
- The administrator, deputy and campus supervisor will escort the suspect to the office.
- The deputy will question the suspect in the presence of the administrator and the campus supervisor.

If the deputy is not present on campus when a weapon incident occurs, the administrator is to contact the school deputy, explain the situation, and request that s/he report immediately to SHS—before confronting the suspect.

If the school deputy is NOT available, the administrator will dial 911, explain the situation, and request deputy assistance—before confronting the suspect.
• Immediately after a HAZMAT condition has been reported to an administrator, the administrator will call either the fire department or the Sheriff’s Station and insist that one of their personnel report to the school ASAP to confirm the call. If the school deputy is available, s/he may confirm the call.

• After a proper authority has confirmed the call, the principal will conduct a meeting with selected members of the Crisis Team. The purpose of the meeting will be to 1) define the situation, 2) discuss possible solutions/actions, 3) define the plan of action, and 4) execute the plan.

• The principal will contact the district superintendent and apprise him/her of the situation.

• If the administration is instructed to evacuate the school premises, the plan of action must include the manner of dismissal, i.e., all at once, by building(s), or etc., the route(s) that will be used, and the designated assembly area.

• Communications will remain a high priority during the entire situation. The Crisis Team must also insure that appropriate information is being disseminated effectively, and supervision of all personnel is being conducted responsibly.

• The administrator in charge will activate the Recording Team and instruct its selected members to record all occurrences, decisions, and results chronologically.
INCIDENT: MEDICAL EMERGENCY

Pursuant to Administrative Regulation 5141.21(a) (see appendix A), should a medical emergency occur involving a student, the Health Assistant will contact the student’s parent/guardian as soon as is practicable. The names of and the phone numbers for parents/guardians are readily available in the STU and PHONE files in SASIxp. Contacting the parents/guardians will be done by phone.

By state education law, students may not carry medications with them while attending school. However, under special circumstances when school attendance is contingent upon uninterrupted medication necessitating a dose during the school day, and when the physician having responsibility for the medical care of the child makes a specific recommendation, an exception may be made. In such a case the following procedures must be followed:

1. Submit a Request for Medication form or a Self-Administration Medication form, if applicable, with both parent and physician signature authorizing the:
   A. method,
   B. amount, and
   C. time schedules the specified medication is to be taken.

2. Assure that each medication is:
   A. in its original container,
   B. clearly labeled, with
     i. the pupil’s full name,
     ii. the physician’s name and phone number,
     iii. the name of the medication,
     iv. dosage,
     v. schedule, and
     vi. date of expiration of this prescription.

3. The school needs to be informed when any medication change is made. This includes a change in the type or nature of medication, as well as a change in the dosage of medication.

Parents are responsible to coordinate having medications at school with the school’s health assistant. The health assistant will record the student’s medical condition and medication(s) prescribed to manage the condition.

If a student must carry any medical equipment with them while at school, the parent/guardian must inform the health assistant and/or district school nurse. The health assistant will also record this in the student’s SASIxp health record.

Parents are responsible to inform the health assistant and/or district nurse of any long term or permanent, high-risk medical condition, e.g. diabetes, severe allergies, heart conditions, etc. The health assistant is responsible to record and monitor individual health care plans, formulated by the district nurse, for students with high-risk medical conditions. The individual health care plan for a high-risk medical condition must include, but is not limited to:

1. a detailed outline of all medical needs of the student such as:
   A. blood glucose testing,
   B. emergency medications/injections,
   C. oral medications,
   D. as well as what medications will be taken during school hours.

2. The student’s individual health care plan will also specify who will have access to and who will make sure there are emergency medical supplies available at school to deal with a low and high blood-sugar crisis.

The health assistant is responsible to communicate all students’ recorded medical conditions to the necessary school employees through a confidential health list or if necessary an individual health care plan. The communication will include but is not limited to:

1. who the student is,
2. what medical condition the student has,
3. what the signs and symptoms are and how it is to be treated,
4. what actions the school personnel are to take if a medical problem occurs in their presence with a specific student, and
5. what, if any, medical equipment and/or emergency medications the student will be carrying with them while at school.

The district nurse is responsible to formulate an individual health care plan for students with diabetes, severe allergies, heart condition, etc. and communicate this plan to the health assistant.

In-service training with regards to proper use of emergency medications as well as equipment is to be provided to the health assistant and to volunteer school personnel by the district nurses.
Fire Drill Procedures

Fire drills are required once each semester to test fire alarm systems and fire reporting procedures under simulated emergency conditions. The Assistant Principal in charge of Campus Safety shall conduct one drill each semester. Such drills ensure familiarity with exits which in turn ensures that everyone gets out of the building promptly and in an organized manner to a place of safety. Below are the steps to follow during fire drills.

Preplan:

A. The Assistant Principal/ Safety Coordinator is to arrange, conduct, and record drill results.

B. The Assistant Principal/ Safety Coordinator or Principal shall be the person in charge in the event an actual fire emergency occurs.

C. The fire drill plan shall include everybody in the building. This includes all students, teachers, visitors, and support staff employees. There are no excuses for not participating. Everyone must leave the building during the drill period.

D. Diagram and post evacuation routes for all classrooms and offices.

E. Designate a meeting place outdoors which is away from the building and clear of entrances. The designated meeting place should be at least 50 feet from the nearest building.

F. Locate a method of calling 911 near the designated meeting place that does not involve re-entering the building.

G. Establish a method to account for those known to be in the building at the time the alarm is sounded. In case of actual fire conditions, information regarding persons believed to be in the building should be made available to responding emergency crews. (Do not return inside. Only trained search and rescue personnel should re-enter an evacuated area.)

When:

A fire drill shall be conducted at least once each semester. Drills shall not be conducted at regularly scheduled times, and shall be held without warning except to the SRO, the local station of the Los Angeles County Fire Department and the school’s alarm system monitoring company. The SRO shall notify the Sheriff’s local station.

How:

The Assistant Principal/ Safety Coordinator shall:

A. Notify the LAFD (at 296-5758) of the planned fire drill, giving the exact time at which the alarm will be sounded. Dial 911 only in the event of an actual emergency.

B. Notify the school’s fire alarm company just prior to the planned drill (at 800-482-9800), giving the exact time of drill

C. Sound the alarm by operation of the school’s fire alarm system.

D. When the alarm sounds, everyone in the school buildings shall proceed promptly to the outside of the building following the evacuation maps.

E. Proceed to the designated meeting place outside. Teachers should take roll book with accountability forms and other staff members shall take appropriate documents for student safety and release (rolling suitcases).

F. Teachers shall account for all persons known to be in the class room at the time of the alarm. Teachers shall complete the Accountability form and send with student runner to the Command Center located on the outdoor basketball courts.
G. The Assistant Principal/ Safety Coordinator shall terminate the fire drill by:

1. Resetting the building alarm system.

2. Notifying building occupants that they are allowed to return to the building by giving the “all clear” signal.

3. Notifying the appropriate dispatcher(s), that the drill has been completed.

H. The Assistant Principal/ Safety Coordinator shall prepare a Fire Drill Report and submit a copy of the Fire Drill Report to the Fire Marshal as directed. A copy of the drill shall be maintained in the school’s records.
ACCOUNTABILITY REPORT: Complete this form and send it to the Incident Command Post (ICP) via Student Runner ASAP

<table>
<thead>
<tr>
<th>Room No.</th>
<th>Teacher/Staff Member</th>
<th>Time report filed</th>
<th>Site/School</th>
</tr>
</thead>
</table>

### Immediate Assistance Required?

- [ ] See back of this form, also.
- Describe above & then, in more detail, below or on back, as appropriate
- [ ] NONE
- [ ] Medical
- [ ] Fire
- [ ] Search & Rescue
- [ ] Support Personnel

#### Condition of Students

- [ ] All accounted for
- [ ] No Injuries
- [ ] No immediate help required

Number MISSING: _____ Number TRAPPED in building: _____ Number INJURED: _____

Number requiring IMMEDIATE medical attention _____, location(s)__________________________________________

- [ ] continued on back  (if more space is needed)

#### Condition of Staff

- [ ] All accounted for
- [ ] No injuries
- [ ] No immediate help required

Number MISSING: _____ Number TRAPPED in building: _____ Number INJURED: _____

Number requiring IMMEDIATE medical attention _____, location(s)__________________________________________

- [ ] continued on back  (if more space is needed)  **Tallied at ICP by** ____________________

---

9/96 Form – AR

ACCOUNTABILITY REPORT Complete this form and send it to the Incident Command Post (ICP) via Student Runner ASAP

<table>
<thead>
<tr>
<th>Room No.</th>
<th>Teacher/Staff Member</th>
<th>Time report filed</th>
<th>Site/School</th>
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</thead>
</table>

### Immediate Assistance Required?

- [ ] See back of this form, also.
- Describe above & then, in more detail, below or on back, as appropriate
- [ ] NONE
- [ ] Medical
- [ ] Fire
- [ ] Search & Rescue
- [ ] Support Personnel

#### Condition of Students

- [ ] All accounted for
- [ ] No Injuries
- [ ] No immediate help required

Number MISSING: _____ Number TRAPPED in building: _____ Number INJURED: _____

Number requiring IMMEDIATE medical attention _____, location(s)__________________________________________

- [ ] continued on back  (if more space is needed)

#### Condition of Staff

- [ ] All accounted for
- [ ] No injuries
- [ ] No immediate help required

Number MISSING: _____ Number TRAPPED in building: _____ Number INJURED: _____

Number requiring IMMEDIATE medical attention _____, location(s)__________________________________________

- [ ] continued on back  (if more space is needed)  **Tallied at ICP by** ____________________

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<table>
<thead>
<tr>
<th>Room No.</th>
<th>Teacher/Staff Member</th>
<th>Time report filed</th>
<th>Site/School</th>
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</thead>
</table>
## ACTIONS/REPORTS TIME LOG

For __________ through __________ at __________________ (Site/School)

<table>
<thead>
<tr>
<th>TIME</th>
<th>SITUATION</th>
<th>RESPONSE/DECISION/ACTION</th>
<th>INITIAL</th>
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# RECORD OF STUDENT RELEASE

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>NAME/RELATION/SIGNATURE OF PERSON TO WHOM STUDENT WAS RELEASED</th>
<th>DATE AND TIME OF RELEASE</th>
<th>EMPLOYEE INITIALS</th>
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TO: Administrative Center CP

FROM: (name)_______________________     @Site/School: _________________

DATE: _____________________    TIME:  ________ Incident Commander: ___________________________

Message via: ___ 2-way Radio, ____ Radio, ____ Telephone, ____ Messenger, ______________ Other (Specify)

EMPLOYEE/STUDENT STATUS

<table>
<thead>
<tr>
<th></th>
<th>Absent</th>
<th>Injured</th>
<th># sent to hosp./med.</th>
<th>Dead</th>
<th>Missing</th>
<th>Unaccounted for (away from site)</th>
<th># released to parents</th>
<th># being supervised</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
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<td>Site Staff</td>
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STRUCTURAL DAMAGE [check damage/problem and indicate location(s)]

<table>
<thead>
<tr>
<th>No.</th>
<th>Damage/Problem(s)</th>
<th>Location(s)</th>
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<tr>
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<td>gas leak(s)</td>
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<td>other(s):</td>
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</table>

MESSAGE: (Include kind of immediate assurance required. Can you hold out without assistance/how long? What is the overall condition of campus, neighborhood, and streets? Which outside agencies are on campus and what actions they are taking? ASAP: accountability of personnel, e.g., names of injured, dead, or missing.)
Saugus High School

DISASTER SERVICE WORKER REGISTRATION FORM
Volunteer Assignments

Date(s) ____________ - ____________

<table>
<thead>
<tr>
<th>Volunteer Name</th>
<th>Time: in/out</th>
<th>Position(s)/Task(s)/Miscellaneous notes</th>
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<tbody>
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(IN DISASTER ONLY)

FOR STUDENT RELEASE
ENTER SCHOOL THROUGH THE FAMILY REUNIFICATION GATE
IN THE STUDENT PARKING LOT
COMMAND CENTER

(IN DISASTER ONLY)
STUDENT RELEASE
STATION

(IN DISASTER ONLY)
MEDICAL TREATMENT STATION

(IN DISASTER ONLY)
WARNING

DO NOT ENTER THE CAMPUS!
THERE ARE MANY HAZARDOUS AREAS.
STUDENTS ARE LOCATED ON THE
FOOTBALL FIELD
ENTER SCHOOL THROUGH
THE FAMILY REUNIFICATION GATE IN THE
STUDENT PARKING LOT
CRISIS MANAGEMENT
A CRISIS IS:

- An act of violence as witnessed by students and likely to cause further stress
- A natural disaster
- A death of an individual
- A danger to self or others
- Suicidal thought/actions (needs evaluation: look for a depressed individual spiraling upward in mood)
- Severe property destruction
- Weapon being brandished by student or individual
- Severe medical emergency
- A student out of touch with immediate reality, which is out of ordinary behavior

A CRISIS IS NOT:

- The death of a relative
- A behavior problem
- A routine medical problem
CRISIS TEAM CHECKLIST:

- Verified illness or death information
- Called Crisis Team Meeting
- Crisis Team has met
- Fill out information Specific to a Death Worksheet
- Pull Student Screen and Schedule of Student
- Notified immediate teachers
- Notified key students who may be at-risk
- Make up packet for Counselors (including Info Worksheet, Student Screen and Schedule)
- Set up location for Grief Center
- Make sure supplies are ready for Grief Center (Tissues, Water, Paper, Markers, Sign In-Out Sheets)
- Make sure Counselors will set up a schedule to go to each class of student
- Make sure Counselors set up a schedule to oversee the Crisis/Grief Center
- Write up sensitive PACE announcement for all staff
- Create and send PACE message to staff
- Write up In Memoriam announcement to be placed by sign-in sheet
- Write up Announcement for Principal to read for P.A. announcement
- Ready all supports for staff
- Prepare all information for parents, news releases, and local agencies
- Be prepared to do updates to staff, including debriefing sessions
- Do a needs assessment at the end of each day to determine further tasks and revisions
INFORMATION SPECIFIC TO A DEATH FOR THE CRISIS TEAM

Please complete this form to the best of your ability; it will help the Crisis Team respond more effectively to the recent death.

School_________________________________________ District_________________________________

Principal______________________________________________

Counselor or Coordinator_____________________________________

Student or Staff Who Has Died_____________________________________

Sex  M  F  Age_______Grade_______ID Number________________________

Describe the person, where applicable:

Academically:__________________________________________

__________________________________________

Socially:__________________________________________

__________________________________________

Extracurricular__________________________________________

__________________________________________

What are the details of the death:___________________________

__________________________________________

__________________________________________

__________________________________________

Please explain any drug or police involvement:___________________________

__________________________________________

__________________________________________
IDENTIFYING NEEDS

BASIC CHECKLIST

Administrators Need:

- Information about the death
- Information about the deceased
- System for contacting necessary crisis resources
- Strategy for responding to media requests
- Support

Faculty and other School Staff Need:
(Administrative, Secretarial, Cafeteria Workers, Etc)

- Information about the death
- Information about the school’s response plan
- Permission to grieve
- Place to grieve
- Preparation for students’ reactions
- Guidance in structuring school activities
- Involvement in the identification of high-risk students
- Information about the resources within the school and community
- Support
Please explain any abuse or neglect:____________________________________

____________________________________________________________________

Please identify any students or staff who may have particular difficulty with this death:_______

____________________________________________________________________

____________________________________________________________________

Please identify any students of staff who were particularly close to or in conflict with this person:
____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Please note any significant relevant incidents, either resolved or unresolved:_______________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Please note any significant events in the school’s history e.g., other deaths that might affect student reaction to the death:____________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Please note any old or unresolved incidents that might surface as a result of this death:_______

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
**STUDENTS NEED:**

Information about the death

Permission to grieve

Place to grieve

Outreach to students most affected by the death

Information about resources within the school and the community

Support

**PARENTS NEED:**

Information about the death

Information about the school’s response

Preparation for children’s reactions

Information about the community resources

Support

**Remember that many faculty members are also parents, so they may experience the needs of both faculty and parents.**

Planning a response to the crisis should take into account these needs as well as any others you identify as relevant to the particular circumstances of your school. Evaluating response strategies in light of both existing needs and the general goals of post-vention can provide school administrators with a structured, operational framework at a time of crisis when both the environment and decision-making may seem chaotic.
Sample Parent Letter

Sudden Death

Dear Parents:

Over the weekend, the school experienced the sudden death of one of our students. We are all deeply saddened by this loss and have our crisis management procedures in place to help your children with their reactions to this tragedy.

Our district crisis team is supplemented by many community resources who are available to talk with your children and answer their questions.

Your child may have some unresolved feelings that he/she would like to discuss with you. You can help your child by listening carefully, not overacting, accepting his/her feelings and answering questions honestly according to your beliefs.

If you have any additional questions or feel the need for further assistance, you may contact any of the following people this evening, or the Student Personnel Office at school (297-3900) tomorrow:

List Local Churches and numbers

School Psychologist

Community Mental Health Center

24-Hour Community Hotline

Sincerely,

Principal
Secretary Information Management

Crisis Team Member: (Administration)
Information RE: (Student Name)

If any calls come into the switchboard related to this student’s death, the calls will be forwarded to you. Be concise and don’t give out any information beyond what we give you. Handle calls with compassion and courtesy, but be concise and professional.

Newspaper/Media

If the newspaper/media calls for any information, even just a confirmation of death, or asking for a quote or what’s happening on campus: **DO NOT GIVE OUT ANY INFO**

Say: “You will want to speak with the Principal. I will forward you to his secretary.”

Parents/Students/Community Members

If a parent, student, or community member calls for understanding and concern:

Say:

**Incident:** Student, 11th grader at Saugus High School, was a fatality in a car accident late Sunday night.

**Tone of Building:** The school is in Crisis Management Mode. This means we have all of our teachers and staff available to support any student needs during this difficult time. All classes are running at this time.

**Student Supports:** We also have a Crisis Management Grief Room set up in Room XX for any students or staff needing assistance.

**Intervention:** Students may gain counseling support in Room XX. Students may write condolence letters to the family. The letters are located in Room X, the Crisis Management room. For students in need of additional counseling, referrals are available.

**Funeral:** Funeral plans will be made available to our students and staff as soon as they are communicated to the school.

If someone asks about sending flowers or something to the school: The answer is “No”. The school is a grieving location, but should not be viewed as a memoriam location. Condolences in the form of cards, letters, food and flowers should always be sent directly to the family.

**Can Someone have the Family’s Address:** No. We cannot disclose that information, as it is confidential. But they can get that information from the student’s close friends and family.
In the event of an emergency, the following numbers may be needed for increased communication or community support:

**Administrative Center:** 259-0033

- **Vicki Engbrechi/Superintendent:** 201
- **Mike Kuhlman/Assistant Superintendent:** 203
- **Mike Vierra/Assistant Superintendent:** 278
- **Kathy Hunter/Student Services:** 210
- **Dave LeBarron/Curriculum:** 226
- **John Carrino/Technology:** 293
- **Mike Otavka/Facilities:** 274
- **Greg Lee/Alt. Education – Diversity:** 316
- **Carle Manley/Maintenance:** 324
- **Richard Varner/Transportation:** 342

### District High Schools/Counseling Support

- **AOC/Learning Post:** 255-8338
- **Bowman:** 253-4400
- **Canyon:** 252-6110
- **Golden Valley:** 298-8140
- **Hart:** 259-7575
- **Sequoia:** 259-0033 ext. 304
- **Valencia:** 294-1188
- **West Ranch:** 222-1220

### District Junior High Schools

- **Arroyo Seco:** 296-0991
- **La Mesa:** 250-0022
- **Placerita:** 259-1551
- **Rancho Pico:** 284-3260
- **Rio Norte:** 295-3700
- **Sierra Vista:** 252-3113

### Local Elementary District Offices

- **Saugus Union District (Saugus/Valencia):** 294-5300
- **Sulphur Springs District (Canyon Country):** 252-5131
- **Newhall Elementary District (Newhall//Valencia):** 291-4000
- **Castaic Union District (Castaic/Val Verde):** 257-4500
Local Neighboring Schools

Bouquet Canyon        297-8865
Cedar creek School    298-3251
Bridgeport School     286-1590
Emblem School         297-8870
James Foster          297-8840
Charles Helmers       286-4399
Highlands             297-8875
Mountainview          297-8835
North Park            297-1476
Sky Blue Mesa         298-3260
Rosedell              297-8860
Santa Clarita School  297-8845
Tesora del Valle      294-2600

Community Resources for Counseling

The following have offered assistance in case of emergency:

**Action**                      1-800-367-8336

**Child and Family Center**     259-9439

**Newhall-Valencia Counseling Center**  255-5400
Mary Ann Colf, L.C.S.W.

Local Clergy Support

*The following clergy centers have agreed to be on call for local assistance in case of an emergency:*

Saint Kateri Catholic Church    296-3180
Bethlehem Lutheran Church       252-0622
Congregation Beth Shalom        254-2411
Church of Jesus Christ of Latter-day Saints  251-4555
Saint Clare Catholic Church     252-3353
Saint Stephen’s Episcopal Church 259-7307
Santa Clarita Baptist Church    252-2282
Santa Clarita United Methodist Church  297-3783

**Henry Mayo Newhall Memorial Hospital**  253-8000
Sample Policy and Procedures for Managing Traumatic Loss in the School

POLICY:

The Board recognizes its responsibility to respond to a sudden death in the school community. The district shall provide for the support, control and structure necessary to stabilize the crisis and return to a healthy learning environment.

The Board therefore directs the superintendent to develop and implement procedures which address:

- Maintaining the structure and order of school routine
- Facilitating the expression of grief in a controlled and organized manner
- Minimizing the risk of contagion in cases of suicide
- Facilitating the needs of the bereaved family and others in the school community affected by the loss.
- Establishing guidelines for interaction with the media to be adhered to by all representatives of the school district.

With the intent of not putting others at risk, and responding to all deaths in a uniform matter, the board directs the following:

- Avoid flying the flag at half-staff (if suicide)
- Implement memorialization activities which focus on prevention and education
- Avoid memorialization activities which glamorize the death and may potentially promote contagion (if suicide)
- All memorialization activities shall be reviewed by the district crisis management team, superintendent and appropriate building administrators within 21 days of the request.

Procedures for Responding to Traumatic Loss in the School

- School Principal to obtain from police immediate verification of death and pertinent facts.
- Notify school superintendent.
- Put into action planned news media control procedures.
- Designate spokesperson(s)
- Prepare written news releases. Control/limit access to all other written material.
- Designate grounds access perimeters for news media to minimize disruption to school activities. Inform press of Center for Diseases Control and Prevention document on Reporting Suicide in cases of suicide.
- Notify the emergency/crisis response team.
• Ask crisis response team to attend emergency faculty meeting.

• If news is received during school day, arrange immediate escort home of deceased siblings and other family members.

• Arrange emergency faculty meeting as soon as possible.

• Disclose all relevant facts pertaining to sudden death.

• Allow time for immediate staff reactions.

• Compile list of all students who were close to the deceased.

• Compile list of all school staff members who had contact with the deceased.

• Update or compile list of all students considered at risk for possible suicidal ideation especially after a suicide.

• Review planned school response during subsequent school days and weeks, including policy regarding contacts with news media.

• Review planned small group (in-class) disclosure to students of relevant facts. Include suggested discussion format.

• Review procedures for making student referrals from classes to designated crisis/survivor support rooms.

• Contact (pre-arranged) community support personnel.

• Coordination of support activities to be supervised by school’s crisis response team leader. Give specific assignments to community support personnel.

• Meet with all students. In small groups (classrooms) only:

• Disclose all relevant facts pertaining to the sudden death.

• Proceed with pre-planned small group discussion process.

• Announce locations of crisis/care stations and time availability.

• Dismiss students only in accordance with pre-planned protocol.

• Reorient students to ongoing classroom activities.

• Additional survivor support activities. Initiate survivor group counseling sessions.

• For students who were close to deceased.
• For other concern/troubled students.
• For faculty/staff members.
• Reschedule any immediately impending stressful academic exercises/tests if possible.
• Avoid large group assemblies or similar expressions of grief or remembrance.
• Avoid public address system announcements. Exception may be for a moment of silence in memory of deceased at end of first day.
• Avoid flying flag at half-staff as it may glamorize the death and contribute to contagion.
• Memorialization activities should focus on prevention and education. Avoid activities, which in any way may glamorize the death and in the case of suicide lead to copycat behavior or in the case of homicide lead to an escalation of violence.
• Inform local hot line and mental health center of events at school so they can be prepared to meet student needs.
• Arrange meeting for parents.
• Communicate with other students’ parents through telephone and written notice. Avoid large parent meeting.
• Review School/community resources they may wish to utilize.
• Remind them of their children’s special needs during this time.
• Contact administrators in surrounding schools and districts. The aftermath of tragedy also affects students and staff in other schools.
Helping Schools cope with Sudden or Traumatic Death

While every crisis is unique, there are some strategies that seem helpful in most situations:

Schedule faculty/staff meetings as soon as possible after the event to provide accurate information and give faculty the opportunity to express their feelings about the situation. All staff (including cafeteria workers, maintenance, etc.) should be involved, if possible, since they, too, will both know the involved students and be in a position to respond to the survivors.

Prepare a written memo as the school’s official statement to make sure everyone hears the same information. PA announcements or other verbal communication can get distorted, especially in a crisis.

Make sure students have the opportunity to express feelings in a structured manner. Crisis stations in private locations can be used effectively in the classes attended by the deceased, a classroom discussion led by a crisis team member is usually extremely helpful. Auditorium presentations are discouraged because of crowd control and contagion factors.

Identify students and faculty who may be at-risk because of the tragedy and reach out to them.

Maintain the school schedule as closely as possible (within reason).

Follow the school’s prescribed format for responding to student or faculty deaths (e.g. how funeral attendance is decided; whether or not to lower the flag; etc.)

Recognize that school grief is not over after the funeral and pay attention to student needs on other significant occasions (e.g., the anniversary of the death, graduation, prom. etc.)

Remember that parents may also want information about what happened and more importantly, how the school is responding. Schedule some method to handle parent requests. Again, large meetings are discouraged because of the possibility of the situation becoming uncontrollable.

Reaching out to the parents of the deceased is an important school responsibility and needs to be considered tactfully.

Make sure the needs of the siblings of the deceased are addressed, especially if they attend other schools.

Recognize that the death of a former student can have as much of an impact as that of a current one and may require crisis intervention.

Realize that you can control media access to your school and to your students and that it is often critical to do so. Media coverage, especially if it is sensationalized, can exacerbate student distress (and encourage scapegoating).

Arrange access to community resources to augment those available through the school. They are especially helpful at activities off school property like wakes and funerals or after school hours.
How the school’s Responses can Parallel and accomplish these four “Tasks of Grieving”

Task #1: To Accept the reality of the loss

Acknowledge the loss. Don’t ignore what happened but make sure it is talked about in a structured, controlled manner. Your taking active control is one way to minimize the situation’s getting out of control.

Stick to the facts. Use written communication whenever possible to minimize speculation, rumors, or gossip about the death. Steer clear of making value judgments, offering explanations or attributing blame. Having data that is as factual as possible assists in helping people acknowledge that the loss has really occurred.

Task #2: To work through the pain of the loss.

Provide a time and place to grieve. Recognize that the first day after the death is the most chaotic and that the level of visible grief will decrease after the funeral. Provide students and staff with opportunities for individual and group expression of their grief.

Assess the needs of high-risk students and use community resources to provide them with assistance. Anticipate the critical times when the intensity of the loss might resurface (anniversaries, holidays, special school events) and reach out to those who might have trouble getting through. Remember that close friends of the deceased may have more difficulty with the long-term implications of the loss 6-9 months after the death and may benefit from support at that time.

Task #3: To adjust to an environment in which deceased is missing:

Assist people in managing without the deceased. This may be as simple as arranging for substitute teachers or as complicated as helping people recognize and reassign the emotional roles filled by the deceased. Recognize that the empty desk, locker, or parking space left by the deceased student is a concrete reminder to the entire school of the loss. Involve students in problem solving to address how to handle these reminders in unsensationalized ways that both respect the deceased and recognize the fact that life must go on.

Task #4: To emotionally relocate the deceased and move on with life.

Give your school time to come to terms with the loss. Remember the resolution of grief is a focus on the meaning of the life of the deceased, not on his/her death. Use caution in your selection of memorialization activities and avoid expressions that will be continual reminders of the traumatic death. Recognize members of the school community who seem to be stuck in the process and refer them for additional help.
Stages of Grief

The psychiatrist Elizabeth Kubler-Ross developed a set of five stages commonly seen in dying patients. The same five states can characterize students trying to come to grips with a loss (e.g. the death of a friend). Although adolescents don’t necessarily manifest the characteristics of each of these stages, and they don’t necessarily progress from one stage to the next in the following sequence, some of their behaviors might be more understandable seen in this context.

**Stage 1: Denial** (This can’t be happening)

Denial acts as a buffer. It gives the person time to regroup, take stock, and eventually mobilize other defenses.

**Stage 2: Anger** (I hate her for doing that)

Anger allows the full force of emotions to be felt by the person. It may be directed (e.g. by railing at the person who died), or diffused (e.g., by acting belligerent with everyone).

**Stage 3: Bargaining** (If I become a better person, maybe he’ll get better)

Bargaining is an attempt to postpone something that will inevitably happen or even to negate something that has already happened.

**Stage 4: Depression** (What’s the use of even trying anymore)

Depression is the preparation for acceptance. It is the initial realization of what will happen or already has happened, and it brings with it the full sadness of reality.

**Stage 5: Acceptance** (What’s done is done. I have to get on with my life now)

Acceptance is the beginning of the end of the struggle with a death or other loss. It is a demarcation point for reconciling with the past and progressing into the future.
School Counselor Guidelines

- In the case of violence, suicide, or other death, it is up to counselors and principals to console and tend to people close to the victims. Here are some ideas for doing that:

- Call in other counseling resources – e.g., from other school districts or from the community, as appropriate.

- Prepare a list of counseling sites and guidelines for referral, and disseminate it at the initial staff meeting, as well as the following:
  1. An overview of the “stages of grief”
  2. The warning signs of suicide
  3. A referral form for students at risk
  4. Guidelines for helping

- Have both group and individual counseling available throughout the day, particularly for people at risk. Use the following:
  1. In-building staff
  2. Peer helpers
  3. Counselors outside the school or district
  4. Community resources

- Call the parents of students who were close to the victim and ask them to monitor their children.

- Let parents know when, in your professional judgment, a student should be seen by a counseling professional in the community.

- Maintain and monitor “at-risk” lists you receive from staff. Call in those at risk as soon as possible.

- In the case of suicide, don’t let troubled students leave school without their parents or guardians, and consider getting “No Suicide” contracts from them.

- Let people know that you will provide counseling at the funeral or memorial service.

- Record the names of students who have left classes to come for counseling, and combine this list with staff referrals to help identify students at risk.

- Attend the parent meetings.

- You may want to call an informational meeting for students planning to attend the funeral or memorial service, since it may be the first one they ever attend. Be aware of individual needs, especially, considering age and culture.

- Be aware of the emotional needs of the staff, especially yourself, other counselors and the principal.
Crisis Referral and Intervention Form

Date of Referral ________________________________ Time: From ____________ To: ____________

Person Recording Information ______________________________________________________

Occupation/Position ________________________________________________________________

Person Being Seen ________________________________________________________________

Sex   M   F   Age_______ Grade_____ School Number ____________________________

School________________________________ Teacher ________________________________

Referred by__________________________ Relationship _____________________________

Specific Reasons(s) for Referral __________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Significant Others in the Person’s Life:

________________________________ Relationship ____________________________

________________________________ Relationship ____________________________

________________________________ Relationship ____________________________

Summary and Comments:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Follow-up ________________________________________________________________

Referred to:________________________ On Date ____________________________
Healing Conversations for Trauma and Loss

A Four Step Guide


2. Inquire About Thoughts – A linking of facts that follows in a natural way.
   - First Thoughts
   - Current Thoughts
   - Repetitive Thoughts

3. Acknowledge Feelings
   - Feelings About the Incident
   - Feelings in the Present
   - Feelings About the Bereaved Relationship with the Deceased

4. Reassure and Support – Validates and normalizes reactions
Death and Dying
Guidelines for Classroom Discussion

Students at Risk

Before the discussion, identify close friends of the person who died who appear to be particularly upset. Pay close attention to students who have experienced recent or numerous deaths, who have emotional problems, or who for any reason think that they had some responsibility for the death. Refer these students to appropriate counselors and other helping resources.

Contents of the Discussion

Review the facts involved in the death as they were presented in the initial announcement: who died, what happened, when it happened, where it happened. Share the facts without being graphic.

Allow students to discuss their feelings and concerns. Here are some things to remember:

Students look for causes of death. Some students, particularly young students, may be afraid that they wished the death or somehow caused it to happen. Carefully and directly explain how the person died in order to help allay these feelings. In the area of suicide, discourage discussion about why the person committed suicide.

Students may have the same feelings as adults yet may express them differently, even irreverently. Avoid judging students’ expressions of feelings.

Students may feel deserted. Reassure them that they don’t need to be alone and that their feelings of loss are shared and can help people support each other.

Students, particularly young students, may have unrealistic images of death. Don’t use fantasies or abstractions (e.g. death as sleep, death as a long trip, or death as the result of God’s wanting good people). Do assure students that the person who died is not in pain.

Students may ask the same questions repeatedly. Be patient with your responses, reassure students, and give them the information they want to know as well as you can.
Funerals and Memorial Activities

If students are unfamiliar with funerals or memorial activities, you may want to give them some basic information:

People attend funerals and memorial activities to say good-bye to the person who died.

People may be crying because they’re sad.

People may say prayers in addition to special things about the person who died.

The body may be in a box called a casket, which is later taken to a cemetery and lowered into the ground; or, if cremated, the ashes may be in an urn.

People often gather together afterward to talk and to comfort each other.

Disasters, civil and natural, leave children feeling frightened, insecure and upset. Personal experiences, the visual images broadcast on television and environmental changes affect everyone. Depending on the child’s developmental stage, a variety of emotional and physiological reactions can occur.

When Do Reactions Occur

Usually, these reactions will occur immediately following the disaster. Sometimes, however, a child will seem to be doing fine immediately following the disaster but experience a delayed response weeks, or even months after.

What is Normal

Normal reactions vary widely. The information following is therefore, not all-inclusive. However, understanding a child’s potential reactions given a certain developmental stage, can provide important cues for parental action.

This understanding can also help you to return top normal routine as soon as possible and minimize the anxiety felt by everyone when day-do-day activities are disrupted.

Emotional/Behavioral Reactions

- Loss of interest in peer activities
- Drop in level of school performance
- Disruptive behavior
- Loss of interest in hobbies and recreation
- Withdrawal
- Resistance to authority
- Increased difficulty in relating to siblings and parents
- Sadness or depression
Reassuring Responses

- Give additional consideration and attention
- Provide reassurance that the ability to concentrate will return
- Reduce expectations temporarily of level of performance at school and home
- Encourage verbal expression of feelings
- Provide structured but undemanding responsibilities
- Encourage taking part in home or community recovery efforts
- Rehearse safety measures to be taken in future disasters
- Encourage physical activity
- Encourage play or contact with friends
Adolescent: Ages 14 to 18

Adolescent activities and interests are primarily focused on the peer group. Fear that feelings or reactions are unusual or unacceptable may push adolescents toward withdrawal or depression. Psychosomatic reactions are common. Adolescents may resent disruption of social activities and contacts and are frustrated by the inability to assume full adult responsibilities in community efforts. Frustrations, anger or guilt may be shown in irresponsible, even delinquent, behavior.

Adolescents should be encouraged to maintain contacts with friends and to resume athletic and social activities. Group discussions are helpful in normalizing feelings. Adolescents should be encouraged to participate in community rehabilitation efforts.

Regressive Reactions

- Resumption of earlier behaviors and attitudes
- Decline in previous responsible behavior
- Decline in emancipatory struggles over parental control
- Decline in social interests and activities

Physiological Reactions

- Bowel and bladder complaints
- Headaches
- Skin rash
- Sleep disorders
- Digestive disorders
- Vague physical complaints or exaggerated fears of physical problems
- Painful menses or cessation of menses in young women

Emotional/Behavioral Reactions

- Marked increase or decrease in physical activity level
- Expression of feelings of inadequacy and helplessness
- Delinquent behavior, such as stealing or vandalism
- Increased difficulty in concentration on planned activities
- Isolation, withdrawal from family and peers
- Drug/alcohol abuse
- Increased/excessive aggression towards family members/peers
- Denial of negative reaction to incident

Reassuring Responses

- Encourage discussion of disaster experiences with peers and significant others
- Encourage involvement in rehabilitation and recovery efforts in the community
- Reduce expectations temporarily for level of performance at school and home
- Encourage resumption of social activities and athletics
• Encourage healthy outlet of aggressive feelings (including screaming into a pillow, pummeling a punching bag, walking and other activities)
• Obtain professional counseling for drug abuse/denial

Nearly every teacher involved with a death in the classroom or the school community needs help in handling his or her class. The following strategies, which involve many sharing experiences, will help.

• Don’t be impassive about a student’s death. Share reactions with the class.
• Let the students talk and write about their feelings.
• Listen to whatever students have to say. Never shut off discussion.
• Make sure the class knows the details of the student’s illness. Separate the illness of the student who dies from any medical problems his or her classmates experience.
• Don’t force a regular day upon grieving students, but at the same time, don’t allow the class to be totally unstructured. Offer choices of activities such as letters, journals and discussions.
• Ask the students to write personal sympathy notes either to the parents or to a student who has suffered a loss. Give an address for these notes or offer to deliver them yourself.
• Older students may want to plan more concrete expressions of concern. Allow them to arrange a schedule for making food such as casseroles and desserts. Help them raise money for a memorial scholarship fund, medical research donations, or a cause especially commemorative of the dead student through functions such as car washes, or dances.
• Make sure that visitation times are well publicized, perhaps with a tactful lesson on funeral etiquette.
• Explain how students should treat a bereaved student who is returning to school. Emphasize that trying to avoid or being overly solicitous to the student will not help. Point out the need to resume normal relationship.
• Remember that your class may remain quiet and depressed for some time afterward (perhaps even a month), and that some students may begin to act out noisily and physically as a way of affirming that they are still alive.

We can make a Difference Before It’s Too Late

Some of these ideas are especially useful for teachers and school counselors. But their usefulness extends to anyone who would help a grieving teen.

• Identify the child who is dealing with a specific significant loss.
• Recognize the grief and loss issues he or she is working through.
• Realize his or her behaviors are a “cry for help.” These behaviors are threatening to the system, yet they can be turned around if identified early.
• Insist on getting help. How can a child learn in school and enjoy his or her day productively when he or she is carrying overwhelming feelings of grief?
• Find resources – community, agencies, staff and peers.
• Use team conferences as checks and balance system to safeguard a child’s “right” to emotional help as well as intellectual help.
• Develop and intra-school data base where counselors can pool children within the same school with specific problems to connect with each other in peer groups.
• Create an inter-school database to connect children in different schools together when none exist within their own school.
• Reassure teachers that we can help. A panicked teacher can’t create the environment a child needs to work through the hurt.
See the child differently. Expand time. Wait ten extra seconds to talk. Talk less. Be with him or her more. Let children tell you where they are, why they are there and what they need. Have faith in them. Trust their perceptions. They are the only ones that really understand what they are going through. Let them explore and express in freedom.
Meeting with Families

In cases of crises where a student is a victim, the principal, along with a counselor or other designated helping resource, should visit the student’s family at home. Double-check the identity of the student. If the principal has the task of informing the family of a student’s death, then the principal should accompany the police to the home.

Before going to the home, the principal may wish to review the “stages of grief.” This will help in understanding the intense feelings, thoughts, and behaviors of the grieving family.

The free expression of sorrow, hostility, and guilt is helpful to the grieving individual in working through the grief process. It is imperative that this expression be received by others with acceptance, genuineness, and a nonjudgmental attitude.

Express sympathy and support.

- I’m sorry this happened
- I feel sad that
- It hurts when
- I feel lots of different emotions right now

Return the student’s personal belongings, but not on the initial visit

Give advice, if appropriate, to family members regarding the following:

- How to relate to the student’s close friends who might call or visit (share what the school is doing to support those students).
- How best to relate to the media if they are contacted.

Attempt to get a feel for the family’s wishes and relate those wishes to students and staff, if appropriate.

Consider appropriate cultural characteristics before making the visit (e.g. visiting only when the father is present, or visiting only when the mother is present)
Funeral or Memorial Activity

Determine to what extent the family of the victim wants students and their families to participate in any funeral or memorial activity. If appropriate, share this information as part of the parent/community meeting.

- Use clergy and funeral directors as resources, if appropriate.
- Schedule the activity off the school campus at a location of the family’s choice.
- Allow student participation, with parental permission.
- Ask parents of students who are attending the funeral or memorial activity to attend and supervise their children.
- Be prepared to provide counseling support when students return from the funeral or memorial activity.
- Give the family a copy of any relevant articles in the school newspaper, tributes, etc., if appropriate.
Critical Incident Stress Debriefing

Purpose: To let off steam
To make a wide range of reactions legitimate
To educate

Who: People who witnessed or were involved in the incident
Emergency response workers

When: Ideally 48-72 hours’ post-incident. Within six weeks, if possible

Where: Ideally, neutral ground-not the place where the incident occurred

Duration: Two to four hours

Number of Participants: Four to forty people

Introduction and Ground Rules

- Confidentiality
- Non-judgmental—not a critique or evaluation of how individuals performed in the crisis
- Respectful atmosphere
- People speak only if desire to do so

Facts: Describing the Event

Thoughts and Reactions

Symptoms and Teaching
Critical Incident Stress Information Sheets

You have experienced a traumatic event or a critical incident (any incident that causes emergency service personnel to experience unusually strong emotional reactions which have the potential to interfere with their ability to function either at the scene or later). Even though the event may be over, you may now be experiencing or may experience later, some strong emotional or physical reactions. It is very common, in fact quite normal, for people to experience emotional aftershocks when they have passed through a horrible event.

Sometimes the emotional aftershocks (stress reactions) appear immediately after the traumatic event. Sometimes they may appear a few hours or a few days later. And, in some cases, weeks or months may pass before the stress reactions appear.

The signs and symptoms of a stress reaction may last a few days, a few weeks or a few months and occasionally longer depending on the severity of the traumatic event. With understanding and the support of loved ones the stress reactions usually pass more quickly. Occasionally, the traumatic event is so painful that professional assistance from a counselor may be necessary. This does not imply craziness or weakness. It simply indicates that the particular event was just too powerful for the person to manage by themselves.

Here are some common signs and signals of a stress reaction:

<table>
<thead>
<tr>
<th>Physical</th>
<th>Cognitive</th>
<th>Emotional</th>
<th>Behavioral</th>
</tr>
</thead>
<tbody>
<tr>
<td>chills</td>
<td>confusion</td>
<td>fear</td>
<td>withdrawal</td>
</tr>
<tr>
<td>thirst</td>
<td>nightmares</td>
<td>guilt</td>
<td>antisocial acts</td>
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<tr>
<td>fatigue</td>
<td>uncertainty</td>
<td>grief</td>
<td>inability to rest</td>
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<tr>
<td>nausea</td>
<td>hypervigilance</td>
<td>panic</td>
<td>intensified pacing</td>
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<td>blaming someone</td>
<td>agitation</td>
<td>change in speech patterns</td>
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<td>poor problem solving</td>
<td>irritability</td>
<td>loss or increase of appetite</td>
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<td>poor abstract thinking</td>
<td>depression</td>
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<td>intense anger</td>
<td>increased alcohol consumption</td>
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<td>apprehension</td>
<td>change in usual communications</td>
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<td>emotional shock</td>
<td>etc.</td>
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<td>or person</td>
<td>emotional outbursts</td>
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<tr>
<td>muscle tremors</td>
<td>difficulty identifying</td>
<td>feeling overwhelmed</td>
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<td>shock symptoms</td>
<td>objects or people</td>
<td>loss of emotional control</td>
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<td>grinding of teeth</td>
<td>heightened or</td>
<td>inappropriate</td>
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<td>visual difficulties</td>
<td>lowered alertness</td>
<td>emotional response</td>
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<td>profuse sweating</td>
<td>increased or decreased</td>
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<tr>
<td>difficulty breathing</td>
<td>awareness of surroundings</td>
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Any of these symptoms may indicate the need for medical evaluation. When in doubt, contact a physician.
Sample Life Contract

I, ____________________________, will not make any attempt to hurt myself during the next _______ days. Further, I agree to do the following, should I desire to break this contract:

If I’m at school, I’ll contact ____________________________
at ____________________________ or call ____________________________
at ____________________________ to talk about my intentions.

If I’m not a school, I’ll contact ____________________________
at ____________________________ or call ____________________________
at ____________________________ to talk about my intentions.

Whomever I decide to talk to, under no circumstances will I make any final decision until I have discussed my intentions face-to-face with my counselor or an adult who will attempt to help.

I, ____________________________, agree to the following:

Whenever ____________________________ comes to see me in my office to discuss suicide, I will make every effort to make the situation my top priority.

I will do everything I can to prevent ____________________________ from following through with any plan to commit suicide.

This contract is valid beginning immediately and is effective until _______________________

_________________________________  ____________________________
Student’s Signature  Date

_________________________________  ____________________________
Helper’s Signature  Date
Warning Signs of Suicide

Although a single, traumatic event can trigger a sudden suicide without warning, suicide is most often the final response to a slow erosion of self-value and positive connections to life. Thus, young people who are thinking about suicide almost always give signals in advance of what they are contemplating. Students’ expressions of suicide should always be taken very seriously; it is better to overact than to under react. The key to preventing such a suicide is recognizing and responding to the following warning signs by referring the student to a counselor:

A Recent Suicide in the Family

A recent suicide in the family, school, or community increases the suicide risk of survivors enormously for several reasons: unbearable depression or guilt over the loss of a loved one, a fear of mental illness, or a notion that suicide presents an option—a way out of an unwelcome and painfully unhappy situation.

Suicide Threats

Most teenagers give clues to their suicidal thoughts, such as making direct statements about their intentions or less direct comments such as “I might as well be dead” or “My family and friends would be better off without me.” Sometimes warnings take the form of a preoccupation with death, such as when a friend writes death poems or fills sheets of paper with sad drawings. Suicide threats or hints should always be taken seriously; they are a very real sign of danger.

Recent Losses

Significant losses, major disappointments, and humiliation are misfortunes that can be devastating to some young people. Examples of such losses are death or divorce of parents, breaking up with a girlfriend or boyfriend, losing a close friend or friendship, being cut from an athletic team, receiving bad grades, or failing to achieve a goal.

Traumatic Events

In some instances, a crisis occurs that can plunge a friend into instant despair and a suicidal act with no warning other than the event itself. These crises usually involve a sudden loss of self-esteem and a feeling that it is impossible to face the next day.

Sudden Changes in School Behavior

Other warnings signs occur in or just outside the classroom:

- Abrupt changes in attendance
- Dwindling academic performance
- Sudden failure to complete assignments
- Lack of interest and withdrawal
- Changes in relationships with classmates
- Increased irritability or aggressiveness
- Despair
- Uncontrolled emotional outburst
Sudden Changes in Personality of Attitude

The shy student who suddenly becomes a thrill-seeker or the outgoing person who becomes withdrawn, unfriendly, or uninterested may be giving signals that something is seriously wrong. Other changes include the classic signs of depression: sleep disturbances, lack of interest in romance or sex, loss of appetite, loss of weight, neglect of schoolwork, and long periods of solitude.

Sudden Changes in Appearance

Students who suddenly no longer care about their appearance and cleanliness may be signaling that they have given up caring about life. Increased appetite and weight gain are additional signals.

Heavy Use of Alcohol or other Drugs

Heavy users of alcohol and other drugs are likely to be depressed students who are seeking relief from their pain. At first, these chemicals may help relieve the depression and suicidal thinking. Eventually, however, they stop working and contribute to a greater depression and added feelings of worthlessness. In addition, heavy drinking or use of other drugs can lead to reckless, impulsive behaviors such as careless driving at high speeds.

Making Final Arrangements

Giving away prized personal belongings such as a music collection can be a particularly serious sign.

Since almost all teenagers occasionally engage in rapid mood swings, it’s sometimes difficult to tell the difference between normal teenage behaviors and those that indicate that something is seriously wrong. If you notice a pattern of several warnings signs and if they last longer than usual, you should take action. If you’re in any doubt at all, refer the situation to a professional counselor.
Suicide Assessment

Mark the student’s responses by placing a check on each continuum:

How will you commit suicide?
Vague plan (lower risk) ………………………………………………..specific plan (higher risk)

How much do you want to die?
Little desire (lower risk)……………………………………………..great desire (higher risk)

How much do you want to live?
Great desire (lower risk)……………………………………………..little desire (higher risk)

How often do you think about suicide?
Rarely (lower risk)……………………………………………..constantly (higher risk)

When thinking about suicide, how long do the thoughts stay with you?
Not long (lower risk)……………………………………………..always (higher risk)

Is there anyone or anything to stop you?
Strong support (lower risk) ……………………………………..….weak support (higher risk)

Have you attempted suicide before?
No attempts (lower risk) )………………………………..……previous attempts (higher risk)

What do you think is the probability you will kill yourself?
Low assessment (lower risk)………………………………….....high assessment (higher risk)

Student______________________________ Date________________

Sex  M  F  Age______  Grade____  School Number________________________

School________________________________ Teacher________________________________

Interviewer______________________________________________

Significant Others in the Student’s Life:

__________________________________ Relationship________________________________

__________________________________ Relationship________________________________

__________________________________ Relationship________________________________

Adults: Common Reactions Following a Disaster

Numbness – dazed or in shock. Not being able to “feel” anything immediately after a disaster.

Disbelief – feeling that “this can’t really be happening.”

Change in energy level – lethargic and slow, having too much energy, feeling hyper, not being able to slow down.

Change in sleeping patterns – either sleeping more or less. Nightmares, restlessness and frequent awakening.

Change in eating habits – individual eating tendencies become more extreme: people either eat significantly more or significantly less.

Rumination – extreme emotions or memories that keep coming back “re-living” the disaster itself, repeatedly going over things you should have done differently: wishing “if only”

Social isolation and withdrawal – retreating from the world, seeking solace and comfort by being alone and away from people, even friends and loved ones.

Hypervigilance – constantly on guard and waiting for something bad to happen; feeling that another disaster is about to occur. This type of behavior is usually tied to constant monitoring of radio, television and newspaper reporting (now commonly called “The CNN Syndrome).

Discounting and/or minimizing feelings – denying to yourself or others that you are upset, worried or having difficulties. Trying to convince yourself that “It’s not so bad,” when you may be feeling overwhelmed, sad, scared and/or angry. This is usually seen in concert with other reactions of which you may not be immediately aware.

Being “out of control” or “crazy” – feeling overwhelmed by the crisis and having no control over things going on around you. For those people who are usually confident and “in control” of daily life, this can be terrifying and lead to feeling that they can no longer cope with the traumatic situation.

Guilt – ruminations about why you were spared when others were not; wishing to trade places with someone more seriously affected, perhaps a relative or a friend.

Confusion and internal conflict – being confused about what you are feeling or having conflicting feelings. It is common for emotions to change rapidly following a disaster as your mind tries to re-stabilize itself from the external threat and chaos.

Anger and irritability – frustrations leading to anger and open hostility. It is important to remember these feelings may be directed at anything or anyone. It is not unusual for the anger to be expressed toward your loved ones, authorities, friends or others.

Increased physical and domestic violence – as a result in increased anger and frustration, domestic violence may increase when the anger is turned on those closest to you. If this should occur or be noted in someone else, get help immediately.
**Somatic complaints** – real physical problems caused by psychological stress. Prevalent somatic complaints are headaches, colds and flu-like symptoms.

**Forgetfulness/preoccupation** – feeling dull, preoccupied or not being able to focus on anything for any length of time. Forgetting things, including losing your train of thought in the middle of a sentence.

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**Children and Adolescents**

**Common Reactions Following a Disaster**

Children are very sensitive to changes in their environment. Changes in parents’ behavior or emotional well being are often detected, even if those changes are very subtle. The absence of one parent may also trigger a traumatic reaction.

Because children don’t often verbalize their feelings, changes in behavior can be signs of stress, fear and anxiety. Children are also more likely to have fluctuations in their feelings from day to day or even moment to moment. It should be remembered that children react differently according to their age and development. Some common reactions include:

**Nightmares/sleep disturbances** – may or may not be related to the traumatic event.

**Feeling out of control** – feeling anxious when things that normally happen during the day can no longer take place. Seeing adults out of normal patterns may also elicit that feeling.

**Preoccupation with protecting a family member** – this complicated response may be linked to feelings of failure or guilt.

**Fear** – feeling no place is safe.

**Sadness** – may be indicated by a number of behaviors, including loss of appetite, physical inactivity, etc.

**Withdrawal/social isolation** – failure to find comfort with family members and friends.

**Increased irritability/hostility** – short-tempered angry behavior may be evident in play situations as well as direct confrontations.

**Somatic complaints** – headaches, stomachaches, flu symptoms, etc.
Things to Try:

**WITHIN THE FIRST 24-48 HOURS** – periods of appropriate physical exercise, alternated with relaxation will alleviate some of the physical reactions.

- Structure your time – keep busy.
- You’re normal and having normal reactions – don’t label yourself crazy.
- Talk to people – talk is the most healing medicine.
- Be aware of numbing the pain with overuse of drugs or alcohol, you don’t need to complicate this with a substance abuse problem.
- Reach out – people do care.
- Maintain as normal a schedule as possible.
- Spend time with others.
- Help your co-workers as much as possible by sharing feelings and checking out how they are doing.
- Give yourself permission to feel rotten and share your feelings with others.
- Keep a journal; write your way through those sleepless hours.
- Do things that feel good to you.
- Realize those around you are under stress.
- Don’t make any big life changes.
- Do make as many daily decisions as possible, which will give you a feeling of control over your life i.e., if someone asks you what you want to eat – answer them even if you’re not sure.
- Get plenty of rest.
- Reoccurring thoughts, dreams of flashbacks are normal – don’t try to fight them – they’ll decrease over time and become less painful.
- Eat well-balanced and regular meals (even if you don’t feel like it).

**For Family Members and Friends**

- Listen carefully.
- Spend time with the traumatized person.
- Offer your assistance and a listening ear if they have not asked for help.
- Reassure them that they are safe.
- Help them with everyday tasks like cleaning, cooking, caring for the family, minding children.
- Give them some private time.
- Don’t take their anger or other feelings personally.
- Don’t tell them that they are “lucky it wasn’t worse” – traumatized people are not consoled by those statements. Instead tell them that you are sorry such an event has occurred and you want to understand and assist them.
What is Posttraumatic Stress Reaction

Posttraumatic stress reaction is a normal response to a distressing event that is outside the range of usual human experience. Disasters are dramatic and intense experiences – major interruptions in the natural flow of life.

The emotional effects of these events may show up immediately or they may appear weeks, even months later.

Trauma and The Sense of Loss

People traumatized by events or disasters often experience a pervasive sense of loss:

- Loss of feeling safe
- Loss of identity/future
- Loss of feeling of control over one’s life
- Loss of trust in others
- Loss of hope
- Loss of personal power
- Loss of friends
- Loss of home/belongings

This sense of loss may be present in physical symptoms:

- Headaches
- Aches & pains
- Overeating or loss of appetite
- Bowel problems
- Skin disorders
- Sleep disorders
- Sleep disturbance
- Vomiting
- Short term memory loss or emotional/behavioral reactions
- Loss of interest in activities
- Decreased performance levels
- Irritability or confusion
- Increased difficulty in relating to others
- Sadness or depression

These reactions are understandable and usually pass quickly. Fear is a normal reaction to danger.

Dealing with Distress

- Talk openly about feelings of fear, anxiety and irritability.
- Pay attention to a healthy diet.
- Engage in physical activity.
- Make time for relaxation.
- Encourage contact with friends.
- Rehearse safety measures to be taken in future disasters.

When problems persist, talk with a counselor or family therapist. With professional assistance, “adjustment reactions” can be dealt with relatively quickly and easily. People who have had previous experiences with civil unrest – such as refugees and war veterans – may experience more severe reactions, including flashbacks.
Survivors of Natural Disasters

Every year, millions of Americans are affected by earthquakes, floods, hurricanes, tornados, wildfires, and other natural disasters. Survivors face the danger of death or physical injury, and the loss of their homes, possessions and communities. Such stressors place survivors at risk of behavioral and emotional re-adjustment problems.

This fact sheet considers three questions often asked by survivors:

What psychological problems result from disaster experiences?
What factors increase the risk of readjustment problems?
What can disaster survivors do to reduce the risk of negative psychological consequences and to best recover from disaster stress?

What psychological problems result from disaster experiences?

Most child and adult survivors experience normal stress reactions for several days, such as:

- Emotional reactions, temporary feelings (i.e., for several days to a couple of weeks) of numbness (difficulty feeling love and intimacy, or in taking interest and pleasure on day-to-day activities)
- Cognitive reactions, confusion, disorientation, indecisiveness, worry, shortened attention span, difficulty concentrating, memory loss; unwanted memories, self-blame.
- Physical reactions: tension, fatigue, edginess, difficulty sleeping, bodily aches or pain, being startled easily, racing heartbeat, nausea, change in appetite, change in sex drive.
- Interpersonal reactions in relationships at school, work, in friendships, in marriage, or as a parent, such as: distrust, irritability, conflict, withdrawal, isolation, feeling rejected or abandoned, being distant, judgmental, or over controlling.

Most disaster survivors only experience mild normal stress reactions, and disaster experiences may even promote personal growth and strengthen relationships. However, as many as one in three disaster survivors experience some of all of the following severe stress symptoms, which may lead to lasting post-traumatic stress disorder (PTSD), anxiety disorders, or depression:

- Dissociation (feeling completely unreal or outside yourself, like in a dream; having “blank” periods of time you cannot remember)
- Intrusive re-experiencing (terrifying memories, nightmares, or flashbacks)
- Extreme attempts to avoid disturbing memories (such as through substance use)
- Extreme emotional numbing (completely unable to feel emotion, as if utterly empty)
- Hyperarousal (panic attacks; rage; extreme irritability; intense agitation)
- Severe anxiety (paralyzing worry, extreme helplessness, compulsions or obsessions)
- Severe depression (complete loss of hope, self-worth, motivation, or purpose in life)
What factors increase the risk of lasting readjustment problems?

Survivors are at greatest risk for severe stress symptoms and lasting readjustment problems if any of the following are either directly experienced or witnessed during or after the disaster:

- Life threatening danger or physical harm (especially to children)
- Exposure to gruesome death, bodily injury, or bodies
- Extreme environmental or human violence or destruction
- Loss of home, valued possessions, neighborhood, or community
- Loss of communication with/support from close relationships
- Intense emotional demands (such as faced by rescue personnel or caregivers)
- Extreme fatigue, weather exposure, hunger, or sleep deprivation
- Extended exposure to danger, loss, emotional/physical strain
- Exposure to toxic contamination (such as gas or fumes, chemicals, radioactivity)

Studies also show that some individuals have a higher than typical risk for severe stress symptoms and lasting PTSD, including those with a history of:

- Exposure to other traumas (such as severe accidents, abuse, assault, combat, rescue work)
- Chronic medical illness or psychological disorders
- Chronic poverty, homelessness, unemployment, or discrimination
- Recent or subsequent major life stressors or emotional strain (such as single parenting)

Disaster stress may revive memories of prior trauma, as well as possibly intensifying pre-existing social, economic, spiritual, psychological, or medical problems.

What can disaster survivors do to reduce the risk of negative psychological consequences and to best recover from disaster stress?

Scientific studies are just beginning to be conducted to answer this question. Observations by disaster mental health specialists who assist survivors in the wake of disaster suggest that the following steps help to reduce stress symptoms and to promote post-disaster readjustment:

- Protect: find a safe haven that provides shelter, food and liquids, sanitation, privacy and chances to sit quietly, relax and sleep at least briefly
- Direct: begin setting and working on immediate personal and family priorities to enable you and your significant others to preserve or regain a sense of hope, purpose, and self-esteem.
- Connect: maintain or re-establish communication with family, peers and counselors in order to talk about your experiences – take any chance to “tell” your story” and to be a listener to others as they tell theirs, so that you and they can release the stress a little bit a t a time in disaster’s wake.
- Select: identify key resources such as FEMA, the Red Cross, the Salvation Army, or the local and state health departments for clean-up, health, housing, and basic emergency assistance.
Taking every day one-at-a-time is essential in disaster’s wake. Each day is a new opportunity to fill-up:

- Focus inwardly on what’s most important to you and your family today;
- Look and listen to learn what you and your significant others are experiencing, so you’ll remember what is important and let go of what’s not;
- Understand personally what these experiences mean to you as a part of your life, so that you will feel able to go on with your life and even grow personally.
DISASTER AND FAMILY

Stressors for Families Following a Disaster

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<td>Property Loss</td>
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<td>Loss of personal items</td>
<td>Government loans</td>
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<td>Job Loss</td>
<td>Obtaining services</td>
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<td>Medical Expenses</td>
<td>Paperwork to complete</td>
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<th>Physical</th>
<th>Emotional</th>
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<tr>
<td>Injury and health problems</td>
<td>Belief in personal security disrupted</td>
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<tr>
<td>Property Loss</td>
<td>Increased vulnerability</td>
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<td>Loss of self worth – especially in children</td>
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<td>Displacement</td>
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<td>Living in close quarters</td>
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<td>Loss of routine</td>
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EFFECTS OF A DISASTER ON FAMILIES

- Increased irritability, arguments, and family discord
- Clinginess, acting out and regression
- Illness and psychosomatic problems
- Exhaustion
- Decreased intimacy
- Substance and drug abuse
- Domestic violence
- Survivor’s guilt

Los Angeles County Department of Mental Health  800-854-7771
Family Coping Strategies

Talk about the event. Encourage family members to describe what they: saw, heard, thought, smelled, felt, etc.

- Be supportive and non-judgmental.
- Get and give information
- Discuss factual information about what caused the disaster. Talk about the earthquakes, hurricanes, tornadoes, etc.
- Share about recent changes in your lives. This helps everyone know what is happening and what to expect.
- Maintain crucial standards with children but be more flexible with less important expectations.
- Be flexible with roles and chores.
- Set priorities and problem solve with input from family members.
- Allow time to heal. Give yourself and your family time to heal at their own pace. Think of healing as a family issue not an individual one.
- Give and ask for support from family members, friends and the community.
- Review emergency preparedness. Improve those areas that need some attention and family practice drills.
- Laugh. Use humor. Try to lighten up if you can.
- Be more tolerant. Give each other space.
- Validate each other
- Give hugs
- Tell each other how much they are appreciated.
- Use rituals. Rituals are symbolic events that can support and aid growth and healing. Rituals can help the family in the healing process and reaffirm family bonds. As an example, one family who lost their home in a fire filled balloons, each representing something they lost in the fire. The family gathered in a circle at the site of their home and said a few words about what each item meant and then released the balloons in the air.
- After some time has passed, review what has happened with your family. Concentrate on how each person has changed or grown.
- Take time to do fun things.
SUSPENSION
EXPULSION
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 excluded from all school-related extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Co-curricular 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 is 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 him/herself or others. (Education Code 48915)

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

Zero Tolerance

The Board supports a zero tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished. 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.

The superintendent or designee shall notify staff, students, and parent/guardians about the district's zero tolerance policy and the consequences, which may result from student offenses. He/she shall also ensure strict enforcement of this policy.
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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 law. (Education Code 48911, 48915 and 48915.5)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process - Individuals with Exceptional Needs)

On-Campus Suspension Program

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 address the student's misconduct 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 in-house suspension program, which meets the requirements of law for suspended students 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 a class 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 suspended may provide that the student's parent/guardian attend a portion of a school day in that class. 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 Board encourages teachers, before requiring parental attendance, to 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)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental 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 certain release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

**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.
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference:

EDUCATION CODE
212.5 Sexual harassment
17292.5 Program for expelled students
33032.5 Hate violence reduction
35146 Closed sessions (re suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48660-48666 Community day schools
48900-48926 Suspension and expulsion
48950 Speech and other communication
49073-49079 Privacy of student records

CODE OF CIVIL PROCEDURE
1985-1997 Subpoenas, means of production

GOVERNMENT CODE
11455.20 Contempt
54950-54962 Ralph M. Brown Act (re closed sessions)

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
240 Assault defined
242 Battery defined
243.4 Sexual battery
245 Assault with deadly weapon
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
422.6 Interference with civil rights; damaging property
422.7 Aggravating factors for punishment
422.75 Protected classes
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

UNITED STATES CODE, TITLE 20
6301-8962 Improving America's Schools Act, especially:
8921-8922 Gun-Free Schools Act of 1994

235 Cal.App. 3d 1182

Management Resources:

CDE PROGRAM ADVISORIES
0306.96 Expulsion Policies and Educational Placements, SPB 95/96-04

Policy
Adopted: 10/27/93
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Students

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 schooldays.

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)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5, 48900.1, 48980)

(cf. 5244 - Discipline)

Notification shall include information about the availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)

(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))

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. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance as defined in the 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, alcohol beverage, or intoxicant. (Education Code 48900(d))
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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))

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, i.e., 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))
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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

A student in grades 7 through 12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

17. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)
   (cf. 5145.7 - Sexual Harassment)

18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code 33032.5. (Education Code 48900.3)

19. Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. (Education Code 48900.4)
   (cf. 5145.3 - Nondiscrimination/Harassment)

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

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

(cf. 5113 - Absences and Excuses)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Suspension 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 suspending a student from his/her class, the teacher shall immediately report this action to the principal and send the student to the principal for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been suspended.

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

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

A student suspended from class shall not be placed in another regular class during the period of suspension. 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 suspended. (Education Code 48910)

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

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has suspended attend a portion of a school day in his/her student'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 required pursuant to law. (Education Code 48900.1)
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. Describe the legal protections afforded to the parent/guardian as an employee under Labor Code 230.7;
3. 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;
4. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1.

\textbf{Suspension by Superintendent/Principal, or Principal's Designee}

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

Suspension also may be imposed upon a first offense if the superintendent, principal, or designee determines 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)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

A student may be suspended from school for not more than 20 schooldays in any school year, unless for purposes of adjustment a 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, 48912)

Suspending shall be initiated according to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the principal, designee, or the superintendent 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 and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))

   This conference may be omitted if the principal, designee, or the superintendent 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 a conference. The conference shall be held within two schooldays, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school. (Education Code 48911(c))

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.
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 also 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 matters. (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. (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 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. (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 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)

On-Campus Suspension Program

Students for whom an action to expel has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to a separate, supervised suspension classroom 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.
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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 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.

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 certain offenses listed below under "Mandatory Recommendation and Mandatory Expulsion."

The Board also may 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 finding either or both of the following: (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 or superintendent finds that expulsion is inappropriate due to particular circumstances, the principal, 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.
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(cf. 5131.7 - Weapons and Dangerous Instruments)


4. Robbery or extortion.

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

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, or 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.


4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #l4 under "Grounds for Suspension and Expulsion" above.

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

Students 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 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 impracticable 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.

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:

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 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 48918(b))
SUSPENSION AMD EXPULSION/DUE PROCESS (continued)

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.

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).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel.

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.

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 written 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 11525. (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))
SUSPENSION AMD EXPULSION/DUE PROCESS (continued)

4. Presentation of Evidence: While technical rules of evidence do not apply to expulsion hearings, 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 must be supported by substantial evidence that the student committed any of the above acts listed in "Grounds for Suspension and Expulsion" above.

Findings of fact shall be based solely on the evidence at the hearing. While no evidence 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) and (h))

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.

(cf. 5145.12 - Search and Seizure)

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)

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 according to Penal Code 868.5.
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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.

(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 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 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 as apply to a hearing conducted by the Board as specified in "Conduct of Expulsion Hearing."

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 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. (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))
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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. (See "Decision Not to
Enforce Expulsion Order" below.)

The Board shall make its decision about the student's expulsion within 40 schooldays 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 the 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. (Education Code 48916)

Air 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 of the student at the time of review for readmission.

2. Recommendations for improved academic performance, tutoring, special education
   assessments, job training, counseling, employment, community service, and other rehabilitative
   programs.

With parental 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)
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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(a)-(o), Education Code 48900.2-48900.4 and Education Code 48915(c). (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)

Suspension of Enforcement of the Expulsion

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.

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: (Education Code 48917)
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.

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.

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.

4. When the suspension of the enforcement of the expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.

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.

6. 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 of Education.

7. 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 of Education. (Education Code 48918 (j))

**Right to Appeal**

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education. 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)

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 of Schools so certifies, students expelled for acts described in items #6 through 13 and #17 through 19 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.

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)

Re admission 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.
SUSPENSION AND EXPULSION/DUE PROCESS (continued)

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 or parent/guardian, by registered mail, of the Board's decision regarding readmission.

5. The Board may deny readmission 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 readmittance 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)

Maintenance of Records

The Board will maintain a record of each expulsion, including the 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, within five days of a written request by the admitting school. (Education Code 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)
(cf. 5125 - Student Records)
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)

Outcome Data

The superintendent or designee shall maintain the following data and report such annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion.
2. The 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.
SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES)

Suspension

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion, which apply to regular education students. All the procedural safeguards established by district policies and regulations shall be observed in considering the suspension of students with disabilities.

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Students with disabilities who have engaged "in misconduct shall be evaluated before changing the placement of the student or imposing discipline that results in a significant change in placement. A "significant change in placement" includes a suspension for more than 10 consecutive school days or a series of suspensions, which total more than 10 days in a school year where the cumulative effect of the suspensions creates a pattern of exclusion. The evaluation shall be conducted in accordance with the guidelines of 34 C.F.R., Section 104.35, and shall include a review of the appropriateness of the pupil's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the pupil's behavior and his or her disability. The pre-suspension/expulsion assessment will also include a behavioral evaluation by a qualified professional. The evaluation will examine whether the pupil has a disability, which significantly effects behavior. An Individualized Education Program (IEP) team meeting or Section 504 meeting will be held to determine whether the misconduct was caused by, or was a direct manifestation of, the pupil's disability, and whether the pupil had been appropriately placed at the time the misconduct occurred.

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the district had knowledge that the student was disabled before the behavior occurred. (20 USC 1415)

The district shall be deemed to have knowledge that the student had a disability if one of the following conditions exist: (20 USC 1415)

1. The parent/guardian has expressed concern in writing that the student is in need of special education or related services.
SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

2. The behavior or performance of the student demonstrates the need for such services.

3. The parent/guardian has requested an evaluation of the student for special education.

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

4. The teacher, Director of Special Education, or other district personnel has expressed concern about the behavior or performance of the student to other district personnel.

If it is determined that the district did not have knowledge that the student was disabled, then the student shall be disciplined in accordance with procedures established for students without disabilities. (20 USC 1415)

Suspension

The superintendent or designee may suspend a student with disability for up to five school days for a single incident of misconduct, and for up to 20 school days in a school year. If the student is transferred to another school or alternative educational program, the student may be suspended for up to 30 school days in a school year, but still no more than five days for a single incident of misconduct, unless the student is suspended by the Governing Board pursuant to Education Code 48912. Provided, however, that if a suspension would result in a significant change in the placement of the student, the student may not be suspended unless an IEP or 504 team first determines that the misconduct is not a direct manifestation of the student's disability and that the student was not in an inappropriate placement, as described in the previous paragraph. (Education Code 48303, 48911)

If the student poses an immediate threat to the safety of himself/herself or others, the superintendent or designee may suspend the student for up to, but not more than, 10 consecutive school days. In the case of a dangerous child, a suspension may exceed 10 consecutive school days, and/or the student's placement may be changed, if the parent/guardian so agrees or if a court order so provides. (Education Code 48911)

Services During Suspension

Students suspended for more than 10 school days shall continue to receive a free and appropriate public education during the term of the suspension.
SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Interim Alternative Placement Due to Dangerous Behavior

A student with a disability may be placed in an appropriate interim alternative educational setting when he/she commits one of the following acts: (20 USC 1415)

1. Carries a weapon, as defined in 18 USC 930, to school or to a school function.

2. Knowingly possesses or uses illegal drugs while at school or a school function.

3. Sells or solicits the sale of a controlled substance while at school or a school function.

A hearing officer may order a change in placement of a student with a disability to an appropriate interim educational setting if the hearing officer: (20 USC 1415)

1. Determines that the district has established by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others.

2. Considers the appropriateness of the student's current placement.

3. Considers whether the district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services.

4. Determines that the interim alternative educational setting allows the student to participate in general curriculum, to continue to receive IEP services and to receive services designed to ensure that the behavior does not recur.

The student may not be placed in the interim alternative educational setting for more than 45 calendar days, or until the conclusion of any due process hearing proceedings requested by the parent/guardian. (20 USC 1415)

The student's alternative educational setting shall be determined by the student's individualized educational program (IEP) team or school site committee. (20 USC 1415)

(cf. 6159 – Individualized Education Program)
Procedural Safeguards/Manifestation Determination

Either before or not later than 10 days after a student has been suspended for more than 10 days or placed in an alternative educational setting, the district shall convene an IEP team meeting to conduct a functional behavior assessment and implement a behavioral intervention plan. If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it as necessary to address the behavior. (20 USC 1415)

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

The following procedural safeguards shall apply when a student is suspended for more than 10 days, when disciplinary action is contemplated for a dangerous behavior as described above, or when a change of placement of more than 10 days is contemplated:
(20 USC 1415)

1. The parents/guardians of the student shall be immediately notified of the decision and all procedural safeguards on the day the decision to take action is made.

2. No later than 10 school days after the date of the decision, a manifestation determination shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action by the IEP team.

At this hearing, the IEP team shall consider:

a. Evaluation and diagnostic results.

b. Observations of the student.

c. The student's IEP placement.

The team shall then determine whether the IEP and placement were appropriate; supplementary aids services, and behavioral interventions were provided; and that the student understood and could control his/her behavior. (20 USC 1415)

If the team determines that the student's behavior was not a manifestation of his/her disability, then the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415)
If the team determines that the student’s behavior was a manifestation of his/her disability then the student's placement may only be changed via the IEP or 504-team process.

**Pre-Expulsion Assessment and Meeting**

Procedures and timelines governing the expulsion of students with disabilities shall be the same as those for all other students, except that a manifestation determination and a pre-expulsion assessment shall be made and an IEP team meeting or school site committee meeting held under conditions and with possible consequences indicated below.

1. The parent/guardian shall receive written notice of the district's intent to conduct the pre-expulsion assessment and shall make the student available for the assessment without delay at a site designated by the district. The parent/guardian shall also have the right to an independent assessment as provided in Education Code 56329. (Education Code 48915.5)

2. The pre-expulsion assessment shall be conducted in accordance with the guidelines of 34 CFR 104.35, which shall include a review of the student's placement at the time of the alleged misconduct and a determination of the relationship, if any, between the student's behavior and his/her disability. (Education Code 48915.5)

3. The IEP team or school site committee shall meet to determine if an expulsion hearing is appropriate. This meeting shall be held at a time and place mutually convenient to the parent/guardian and district within the period, if any, of the student's pre-expulsion suspension. The parent/guardian's participation may be made through actual participation, representation, or a telephone conference call. (Education Code 48915.5)

4. The parent/guardian shall be notified of his/her right to participate in the meeting at least 48 hours before the meeting. This notice shall specify: (Education Code 48915.5)

   a. That the meeting may be held without the parent/guardian's participation unless he/she requests a postponement for up to three additional school days
b. That the suspension will be continued during the postponement if the student continues to pose an immediate threat to the safety of himself/herself or others.

If the required notice has been given and the parent has not requested a postponement, the meeting may be conducted without the parent's participation. In order to make a record of its attempts to arrange the meeting at a mutually convenient time and place, the district shall keep documentation such as: (34 CFR 300.345)

a. Detailed records of telephone calls made or attempted and the results of those calls.

b. Copies of correspondence sent to parents/guardians and any responses received.

c. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits.

5. The district shall grant a parent/guardian's request that the meeting be postponed for up to three additional school days and may extend a student's suspension for the period of postponement if he/she continues to pose an immediate threat to the safety of himself/herself or others. However, the suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent/guardian or by court order. If the parent/guardian refuses to consent to an extension beyond 10 consecutive school days and chooses not to participate, the meeting may be conducted without the parent/guardian's participation. (Education Code 48915.5)

6. The IEP team or school site committee shall consider the pre-expulsion assessment results and shall also review and consider the student's health records and school discipline records. (Education Code 48915.5)

7. If the IEP team or school site committee determines that the alleged misconduct was caused by or was a direct manifestation of the student's disability, or that the student was not appropriately placed, the expulsion shall not proceed. (Education Code 48915.5)
SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

8. If the IEP team or school site committee determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's disability, and if it is determined than the student was appropriately placed, the student shall be subject to expulsion in accordance with procedures that apply to all students. (Education Code 48915.5)

9. When expulsion is ordered, the Board shall recommend a rehabilitation plan for the student. (Education Code 48916)

10. If an IEP team or school site committee determines that the misconduct of a student with a disability was a direct manifestation of the disability, any record of expulsion or other disciplinary action which constituted a significant change in placement shall be expunged from all of the student's files and the student shall be reinstated into his or her previous placement, or an alternative program developed by the IEP or 504 team or ordered by a hearing officer or court.

Due Process Appeals

If the parent/guardian disagrees with the decision that the behavior was not a manifestation of the student's disability or with any decision regarding placement, he/she has a right to appeal the decision. (20 USC 1415)

Due process appeals must be initiated within 15 days of the decision of the IEP team or school site committee.

The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence, until after completion of:

1. The pre-expulsion assessment and the manifestation determination (Education Code 48915.5, 20 USC 1415).

2. The IEP team or school site committee meeting. (Education Code 48915.5)

3. Due process hearings and appeals, if initiated. (Education Code 48915.5)

The Board may expel a student with disability only if an IEP team or school site committee has determined that the misconduct was not caused by, or a direct manifestation of, the student’s qualified disability, and the student was appropriately placed. (Education Code 48915.5)
Services During Expulsion

During the term of the expulsion, a student with a disability shall continue to be offered a program of free and appropriate public education. Such services may include independent study, home instruction, or another appropriate alternative program. The Board shall consider the recommendations of the IEP team or school site committee when developing a rehabilitation plan for an expelled student with disability.

(cf. 6158 - Independent Study)
(cf. 6183 - Home and Hospital Instruction)

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. The superintendent or designee may consider input of the student's IEP team or school site committee when developing recommendations to the Board regarding a request for readmission. Upon readmission, an IEP team or school site committee meeting shall be convened to determine whether a new IEP needs to be established.

Suspension of Expulsion

The 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 regular students. (Education Code 48917)

Legal Reference: (See next page)
Legal Reference:

EDUCATION CODE
35146 Closed sessions (re suspensions)
35251 Rules (of governing board)
48900-48925 Suspension and expulsion
56320 Educational needs; requirements
56321 Development or revision of -individualized education program
56329 Independent educational assessment
56340-56347 Individual education program teams
55505 State hearing

PENAL CODE
626.2 Unauthorized entry upon campus after written notice of suspension or dismissal

UNITED STATES CODE, TITLE 18
930 Weapons

UNITED STATES CODE, TITLE 20
1412 State eligibility
1415 Procedural Safeguards

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
300.345 Parent participation

Hornig v. Doe (1988) 484 U.S. 305
Doe v. Maher (1986) 793 F.2d 1470
Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489
Rock Island School District #41, IDELR 353:364
San Juan Unified School District, 20 IDELR 549

Management Resources:

CDE LEGAL ADVISORIES
0123.91 Clarification of Education Code Amendments, LO; 1-91
0623.39 Suspension and Expulsion of Handicapped Pupils, LO; 3-85

CPE PROGRAM ADVISORY
0122.90 Suspension and Expulsion Procedures for Individuals with Exceptional Needs, SPB: 89/90-9
DANGEROUS STUDENT
NOTIFICATION
NOTIFICATION OF DANGEROUS STUDENT

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 Saugus High School, the parent or legal guardian must complete the Hart 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, counselors, and the Special Assignment Sheriff’s Deputy.

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 Special Assignment Sheriff’s Deputy.

For a student within our district, the SASI 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 SASI 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 SASI 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.
SAUGUS HIGH SCHOOL

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

SAUGUS HIGH SCHOOL

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
WILLIAM S. HART UNION HIGH SCHOOL DISTRICT ENROLLMENT FORM

School Name __________________________________________ Date of Enrollment ___________________________

Student’s Legal Name __________________________________________ Male ____ Female ____
(Last) (First) (Full Middle)

Residence __________________________________________ Birth Date __________
(Street Address) City Zip Code

Home Phone _______________ Grade _____ Birth City ________________ Birth State _____ Birth Country ______

If born outside the U.S., was parent(s) in the U.S. Military, Missionary, or Diplomatic Service? Yes ____ No ____

Is the student Hispanic or Latino? Yes _____ No _____

Select one or more of the following races. Use a number 1 to indicate the primary race.
___ Amer Indian/Alaskan Native  ___ Filipino  ___ Korean  ___ Samoan
___ Asian Indian  ___ Guamanian  ___ Laotian  ___ Tahitian
___ Black/African-American  ___ Hawaiian Native  ___ Other Asian  ___ Vietnamese
___ Cambodian  ___ Hmong  ___ Other Pacific Islander  ___ White
___ Chinese  ___ Japanese

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 Wm. S. Hart District Before? ______ Dates Attended ____________ Name of School ______________

****************************************************************************************************

Student lives with: (Please check all that apply)
___Mother  ___Father  ___Step-mother  ___Step-father  ___Legal Guardian  ___Foster Parent  ___Caregiver

Name of those checked: 1. __________________________________ 2. __________________________________

Relationship to Student: __________________________________ __________________________________

Work Phone(s): __________________________________ __________________________________

Cell Phone(s): __________________________________ __________________________________

Occupation: __________________________________ __________________________________

Email Address: __________________________________ __________________________________

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

Resident Parent/Guardian Signature: __________________________________________ Date ______________

Biological Parent NOT Living in the home (OPTIONAL):
Name: ____________________________ Relationship _____________________________
Address: __________________________ City, State Zip __________________________
Home Telephone __________________ Work Telephone __________________

Extra Report Card Mailing? ______ Yes ______ No

-------------------------------------------------------------------------------
FOR OFFICE ___________ Counselor __________ Immunizations __________ Records Requested
USE ONLY ___________ Primary Language __________ Proof of Residence __________ Attendance Category

Enrollment form – 2/11/03, revised 5/17/04, 12/18/06, 12/12/07, 12/05/08
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 a 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 Hart 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 interdistrict 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

______________________________  ________________________________
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

Expulsion-probation letter.doc
Revised 7/2004
SEXUAL HARASSMENT
Sexual harassment in employment violates the provisions of the Fair Employment and Housing Act, specifically Government Code Sections 12940(a), (h), and (i).

**EMPLOYER OBLIGATIONS**

- 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 posting in the workplace a poster made available by the Department of Fair Employment and Housing.
- 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 distribute this brochure (DFEH-185) or develop an equivalent document, which must meet the requirements of Government Code Section 12950(b).

**DEFINITION OF SEXUAL HARASSMENT**

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 management was not aware of the harassment. An employer might avoid liability if the harasser is a rank and file employee and if there was a program to prevent harassment. 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(i) 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. An act of harassment, by itself, is an unlawful act. 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.

TYPICAL SEXUAL HARASSMENT CASES

The three most common types of sexual harassment complaints filed 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 if it 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 fact-finder and attempts to help the parties voluntarily resolve disputes. If the Department finds evidence of sexual harassment and settlement efforts fail, the Department may file a formal accusation against the employer and the harasser. The accusation will lead to either a public hearing before the Fair Employment and Housing Commission or a lawsuit filed on the complainant's behalf by the Department. If the Commission finds that harassment occurred, it can order remedies, including up to $50,000 in fines or 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.

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.
- 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 this pamphlet (DFEH-185) or an equivalent document. Any person may duplicate this brochure in any amount.

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.
All Personnel  
BP 4119.11
BP 4219.11
SEXUAL HARASSMENT  
BP 4319.11

The Governing Board prohibits sexual harassment in the working environment of district employees or applicants by any person in any form. Employees who permit or engage in such harassment may be subject to disciplinary action up to and including dismissal.

(cf. 4030 - Nondiscrimination In Employment) (cf. 4118 - Suspension/Disciplinary Action)

Any employee or applicant for employment who feels that he/she or another individual in the district is being sexually harassed should immediately contact his/her supervisor, principal, other district administrator or the Superintendent or designee in order to obtain procedures for reporting a complaint. Complaints of harassment can be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

Any supervisor who receives a harassment complaint shall notify the Superintendent or designee, who shall ensure that the complaint is appropriately investigated.

(cf. 4031 - Complaints Concerning Discrimination In Employment)

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

Legal Reference:
EDUCATION CODE 200-240 Prohibition of discrimination on the basis of sex, especially:
212.5 Sexual harassment, defined
212.6 Sexual harassment policy
230 Particular practices prohibited
GOVERNMENT CODE
12900-12996 Fair Employment and Housing Act
LABOR CODE
1101 Political activities of employees
1102.1 Discrimination: sexual orientation
UNITED STATES CODE, TITLE 42
2000d S 2000e et seq. Title VI & Title VII, Civil Rights Act of 1964 as amended
2000/1-2 et seq. Title IX, 1972 Education Act Amendments
Meritor Savings Bank, FSB v. Vinson et al.
86 Daily Journal D.A.R. 2130
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual or physical conduct of a sexual nature made by someone from or in the work or educational setting when:

1. Submission to the conduct is made either expressly or by implication in term or condition of any individual’s employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or of creating an intimidating, hostile, or offensive working or educational environment or of adversely affecting the student or employee's performance, evaluation, advancement, assigned duties, or any other condition of education, employment or career development.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the educational institution.

Other examples of sexual harassment, whether committed by a supervisor or any other employee, are:

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, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Touching an individual's body or clothes in a sexual way.
7. Cornering or blocking of normal movements.
8. Displaying sexually suggestive objects in the educational or work environment.
SEXUAL HARASSMENT (continued)

9. 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.

Each principal and supervisor has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes discussing the district's sexual harassment policy with his/her students and/or employees and assuring them that they are not required to endure sexually insulting, degrading or exploitative treatment or any other form of sexual harassment.

Notifications

A copy of the district's policy on Harassment in Employment shall:

1. Be displayed in a prominent location near each school principal's office.

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.

3. Appear in any school or district publication that sets forth the school or district’s comprehensive rules, regulations, procedures and standards of conduct. (Education Code 212.6)

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

1. The illegality of sexual harassment.

2. The definition of sexual harassment under applicable state and federal law.

3. A description of sexual harassment, with examples.

4. The district's complaint process available to the employee.

5. The legal remedies and complaint process available through the Fair Employment and Housing Department and Commission.
SEXUAL HARASSMENT (continued)

6. Directions on how to contact the Fair Employment and Housing Department and Commission. (Government Code 12950)
District programs and activities shall be free from discrimination, including harassment, with respect to ethnic group, religion, gender, color, race, national origin, and physical or mental disability.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(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 and other co-curricular programs, testing procedures, and other activities. School staff and volunteers shall, carefully guard against segregation, bias, and stereotyping in instruction, guidance, and supervision.

(cf. 1240 - Volunteer Assistance)
(cf. 6145.2 - Interscholastic Competition)

The schools may provide girls and boys with separate shower rooms and sex instruction to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group, or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

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: Publications Code) (cf. 5145.7 - Sexual Harassment)

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.

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
Any student who feels that he/she is being harassed should immediately contact the principal or designee. 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.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference:

CIVIL CODE
1714.1 Liability of parents/guardians for willful misconduct of minor

EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
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

CODE OF REGULATIONS, TITLE 5
4621 District policies and procedures
4622 Notice requirements

UNITED STATES CODE, TITLE 42
2000d & 2000e et seq. Title VI & VII, Civil Rights Act of 1964 as amended
2000h-2 et seq. Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34
100.3a Prohibition of discrimination on basis of race, color or national origin
106.8 Designation of responsible employee
106.9 Notification of nondiscrimination on basis of sex

Policy WILLIAM S. HART UNION HIGH SCHOOL DISTRICT
Adopted: 08/11/93 Santa Clarita, California
Revised: 08/09/95
SEXUAL HARASSMENT

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the district.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

(cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 5137 - Positive School Climate)

Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator. Any student who feels that he/she is being harassed should immediately contact the principal or designee or another district administrator in order to obtain a copy of AR 1312.3 - Uniform Complaint Procedures. 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 sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference: (see next page)
SEXUAL HARASSMENT (continued)

Legal Reference:

- EDUCATION CODE 200-240 Prohibition of discrimination on the basis of sex, especially:
  - 212.5 Sexual harassment
  - 212.6 Sexual harassment policy
  - 230 Particular practices prohibited
  - 48980 Notice at beginning of term
- UNITED STATES CODE, TITLE 42
  - 2000d & 2000e et seq. Title VI & Title VII, Civil Rights Act of 1964 as amended
  - 2000h-2 et seq. Title IX, 1972 Education Act Amendments
  - Franklin vs. Gwinnet County Schools (1992) 112 S. Ct. 1028

Policy adopted: 10/27/93

William S. Hart Union High School District
Santa Clarita, California
SEXUAL HARASSMENT

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)

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

2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.

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

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

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

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, stories, drawings, pictures or gestures.

5. Spreading sexual rumors.

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.

7. Touching an individual's body or clothes in a sexual way.

8. Purposefully limiting a student's access to educational tools.

9. Cornering or blocking of normal movements.
SEXUAL HARASSMENT (continued)

10. Displaying sexually suggestive objects in the educational environment.

11. Any act of retaliation against an individual who reports a violation of the districts sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Notifications

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

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

(cf. 5145.6 - Notifications Required by Law)

2. Be displayed in a prominent location near each school principal's office. (Education Code 212.6)

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 212.6)

4. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures and standards of conduct. (Education Code 212.6)

Enforcement

The principal or designee shall take appropriate actions to reinforce the district's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.

2. Providing staff in-service and student instruction or counseling.

3. Taking appropriate disciplinary action as needed.
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

• 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.

• 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 Website: www.dfeh.ca.gov

This notice must be conspicuously posted in hiring offices, on employee bulletin boards, in employment agency waiting rooms, union halls, etc.
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), (h) and (l).
EMPLOYER LIABILlTY

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 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, 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 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.

DEFINITION OF SEXUAL HARASSMENT

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.
- Offensive employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Verbal conduct: leering, making sexual gestures, displaying of sexually suggestive objects or pictures, cartoons or posters.
- Physical conduct: touching, assault, impeding or blocking movements.
- 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.
- Sexual harassment of a person of the same sex as the harasser: the following is a partial list.

EMPLOYER OBLIGATIONS

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 distribute the brochure (DFEH-185) or develop an equivalent document, which must meet the requirements of Government Code Section 12940(b).

TYPICAL SEXUAL HARASSMENT CASES

The three most common types of sexual harassment complaints filed with the Department are:

- An employee is subjected to sexual advances or propositions.
- Verbal sexual advances or propositions.
- Physical conduct: touching, assault, impeding or blocking movements.

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 the parties voluntarily resolve disputes). 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 a lawsuit filed on the complaint's behalf by the Department if the 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 him to reinstate, back pay, promotion, and changes in the policies or practices of the involved employer. A court may order unlimited damages.

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.
- 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 employers 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.

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

Toll Free 1-800-884-1684

TDD Numbers:
Los Angeles (213) 897-2840
Sacramento (916) 324-1678
About the California Student Safety
And Violence Prevention Act of 2000
(also known as AB 537)

On January 1, 2000 the California Student and Safety and Violence Prevention Act of 2000 went into effect. The law prohibits discrimination based on actual or perceived sexual orientation and gender in educational institutions statewide. This law, which amended the California Education Code, applies to whose students benefit from state financial aid. All persons in schools, whether students or employees are protected under the Student Safety and Violence Prevention Act.

The Student Safety and Violence Prevention Act expended the group of persons protected in schools by amending the Education Code to prohibit discrimination on the basis of sexual orientation, whether actual or perceived, and gender, which is defined broadly to include gender identity, appearance and behavior. This law protects students and employees who are or are perceived to be gay, lesbian, and bisexual. It also protects students and employees who are transgender, and those whose appearance or behavior doesn’t conform to gender stereotypes.

The Student Safety and Violence Prevention Act as a whole comes from several different statutes and regulations; we have included all the relevant provisions on this page.

Prohibition or Discrimination (California Education Code Section 220)

No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code (see below) in any program or activity conducted by an educational institution that receives, or benefits from, state student financial assistance or enrolls pupils who receive state student financial aid.

Protected Categories (California Penal Code Section 422.6(a))

No person, whether or not acting under color of law, shall by force or threat force, willfully injure, intimidate, interfere with, oppress, or threaten any other person in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States because of the other person’s race, color, religion, ancestry, national origin, disability, gender (see below), or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics.

Definition of Gender (California Penal Code Section 422.56(c))

“Gender” means sex, and includes a person’s gender identity and gender related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth. (This revised definition will become law Jan. 1, 2005. It was amended when SB 1234, the Hate Crimes Omnibus Bill was signed by the Governor in 2004.)

Regulatory Clarification of “Gender” (California Code of Regulations, Title 5, 910(k))

“Gender” means a person’s actual sex or perceived sex, and includes a person’s perceived identity, appearance, or behavior, whether or not the identity, appearance or behavior is different from that traditionally associated with a person’s sex at birth.
UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that the district is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs. The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on ethnic group identification, religion, age, gender, color, or physical or mental disability in any program or activity that receives or benefits from state financial assistance. The district shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.

(cf. 0420 - Nondiscrimination in District Programs and Activities)
(cf. 0420.2 - School Improvement Program)
(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 3553 - Free and Reduced Lunch Program)
(cf. 6171 - Compensatory Education Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Vocational Education)

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

Upon receipt of a written complaint from an individual, public agency, or organization, uniform complaint procedures shall be initiated. The superintendent or designee shall distribute full information about these procedures.

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the superintendent or designee shall initiate a mediation process before beginning a formal compliance investigation. The superintendent or designee shall ensure that mediation results are consistent with state and federal laws and regulations.

The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the superintendent or designee on a case-by-case basis.
UNIFORM COMPLAINT PROCEDURES (continued)

When fifteen (15) percent or more of the students in the district or school speak a primary
language other than English, all notices to parents/guardians regarding complaint procedures
shall be printed in English and in the students' primary language.

(cf. 5125 - Student Records)
(cf. 9011 - Disclosure of Confidential Information)

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of
instances of discrimination, or participation in complaint procedures. Such participation shall
not in any way affect the status, grades, or work assignments of the complainant.

(cf. 1312.1 - Complaints Concerning School Personnel)
(cf. 1312.2 - Complaints Concerning Instructional Material)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 5242.4 - Child Abuse Reporting Procedures)

Legal Reference: (See next page)
UNIFORM COMPLAINT PROCEDURES

Compliance Officers
The Governing Board designates the following compliance officers to receive and investigate complaints and ensure district compliance with law:

Assistant Superintendent – Personnel
(title or position)
21515 Redview Dr., Santa Clarita 91350
(address)
(805) 259-0033
(telephone number)

The superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the superintendent or designee.

(cf. 5224 - Attorney)

Notifications

The superintendent or designee shall meet the notification requirements of the Code of Regulations, Title 5, Section 4622, including the annual dissemination of district complaint procedures and information about available appeals, civil law remedies, and conditions under which a complaint may be taken directly to the California Department of Education. The superintendent or designee shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies. Remedies may include court orders, preliminary injunctions, and/or restraining orders.

(cf. 5245.6 - Parental Notifications)

The above notification shall state that complainants may seek help from agencies such as legal assistance agencies or local mediation centers, or from private attorneys.

Procedures

The following procedures shall be used to address all complaints, which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the Code of Regulations, Title 5, Section 4632.
UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference (continued):

**EDUCATION CODE**
- 200-262.3 Prohibition of discrimination
- 8200-849B Child care and development programs
- 8500-8538 Adult basic education
- 18100-18179 School libraries
- 35146 Closed sessions
- 35160 Authority of governing board
- 44670.1-44671.5 School personnel staff development and resource centers
- 4898S Notices in language other than English
- 49060-49079 Student Records
- 49490-49560 Child nutrition programs
- 51512 Personal beliefs
- 52000-52049.1 School improvement programs
- 52160-52178 Bilingual education programs
- 52300-52483 Vocational education
- 52500-52516.24 Adult schools
- 52800-52863 School-based coordinated programs
- 54000-54041 Economic impact aid programs
- 54100-54145 Miller-Unruh Basic Reading Act
- 54400-54425 Compensatory education programs
- 54440-54445 Migrant education
- 54460-54529 Compensatory education programs
- 56000-56885 Special education programs
- 59000-59300 Special schools and centers
- 64000 Consolidated application process

**GOVERNMENT CODE**
- 54957-54957.8 Closed sessions

**CODE OF REGULATIONS, TITLE 5**
- 3080 Application of section 4600-4671
- 4600-4671 Uniform Complaint Procedures

**UNITED STATES CODE, TITLE 20**
- 1221 et seq. General Education Provisions Act, especially:
  - 1221, 1232g Family Educational and Privacy Rights Act of 1974
  - 1231g, 1681 et seq. Title IX, Education Amendments of 1972
- 3801 et seq. Educational Consolidation and Improvement Act of 1981

**UNITED STATES CODE, TITLE 29**
- 721. 761 Rehabilitation Act of 1973

**UNITED STATES CODE, TITLE 42**
- 2007c et seq. Civil Rights Act of 1964

**CODE OF FEDERAL REGULATIONS, TITLE 34**
- 100.7(e) Intimidation and retaliation prohibited

Policy WILLIAM S. HART UNION HIGH SCHOOL DISTRICT
Adopted: 08/11/93
Revised: 09/10/97
Revised: 03/24/99
Santa Clarita, California
UNIFORM COMPLAINT PROCEDURES (continued)

When fifteen (15) percent or more of the students in the district or school speak a primary language other than English, all notices to parents/guardians regarding complaint procedures shall be printed in English and in the students' primary language.

(cf. 5225 - Student Records)
(cf. 9011 - Disclosure of Confidential Information)

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or participation in complaint procedures. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

(cf. 1312.1 - Complaints Concerning School Personnel)
(cf. 1312.2 - Complaints Concerning Instructional Material)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 5242.4 - Child Abuse Reporting Procedures)

Legal Reference: (See next page)
The Governing Board recognizes that the district is responsible for ensuring that it complies with state and federal laws and regulations governing educational programs. The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on ethnic group identification, religion, age, gender, color, or physical or mental disability in any program or activity that receives or benefits from state financial assistance. The district shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state or federal law in adult basic education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0420.2 - School Improvement Program)
(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 3553 - Free and Reduced Lunch Program)
(cf. 6171 - Compensatory Education Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Vocational Education)

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

Upon receipt of a written complaint from an individual, public agency, or organization, uniform complaint procedures shall be initiated. The superintendent or designee shall distribute full information about these procedures.

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the superintendent or designee shall initiate a mediation process before beginning a formal compliance investigation. The superintendent or designee shall ensure that mediation results are consistent with state and federal laws and regulations.

The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the superintendent or designee on a case-by-case basis.
UNIFORM COMPLAINT PROCEDURES (continued)

The district will use its uniform complaint procedures when addressing all complaints regarding gender equity.

Investigations of discrimination complaints shall be conducted in a manner that protects confidentiality of the parties and the facts. (Title 5, Section 4630)

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

**Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (Title 5, Section 4630)

The complaint shall be presented to the superintendent or designee, who shall then give it to the appropriate compliance officer. The superintendent or designee shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (Title 5, Section 4600)

**Step 2: Mediation**

Within three working days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.
UNIFORM COMPLAINT PROCEDURES (continued)

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (Title 5, Section 4631)

Step 3: Investigation of Complaint

The compliance officer shall hold an investigative meeting within five working days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (Title 5, Section 4631)

Step 4: Response

Within 30 working days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step 5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision is final. If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant. (Title 5, Section 4631)

Step 5: Final Written Decision

The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law. When 15 percent or more of a school's enrolled students speak a single primary language other than English, Education Code 48985 requires that reports sent to the parents/guardians of these students be written in the primary language. If it is not feasible to write this report in the
UNIFORM COMPLAINT PROCEDURES (continued)

complainant's primary language, the district shall arrange a meeting at which a community member will interpret it for the complainant.

(cf. 5145.6 - Parental Notifications)

This report shall include:

1. The findings and disposition of the complaint, including corrective actions, if any. (Title 5, Section 4631)
2. The rationale for the above disposition. (Title 5, Section 4631)
3. Notice of the complainant's right to appeal the decision within 15 days to the California Department of Education, and procedures to be followed for initiating such an appeal. (Title 5, Section 4631)

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (Title 5, Section 4652)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision. (Title 5, Section 4652)
DRESS CODE
DRESS AND GROOMING

In cooperation with teachers, students, and parents/guardians, the principal or designee shall regularly review school rules governing dress and grooming.

The following guidelines shall apply to all regular school activities:

1. Shoes or sandals must be worn at all times.

2. Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, violent, profane, or sexually suggestive or which advocate racial, ethnic, or religious prejudice or the use of drugs, alcohol, or tobacco.

3. Accessories such as heavy chains and jewelry with dangerous points or spikes are prohibited.

4. Clothes shall conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, and bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited.

5. Hair shall be clean and neatly groomed.

As judged by the principal and his/her designees, student attire and personal grooming must be:

1. Clean in appearance and fragrance.

2. Modest, not inappropriately revealing.

3. Safe in the total school environment in which worn.

4. Conducive to district educational pursuits.

As judged by the principal and his/her designees, words, insignia, symbols, grooming styles, adornments, and graphics attached to, worn, or carried on or about the student are:

1. Generally acceptable that
   a. Have been adopted by the district, school, or official school organization.
   b. Represent humane creeds, values, or beliefs.

2. Unacceptable that
   a. Represent products prohibited to minors by school rules or state laws governing conduct of minors.
DRESS AND GROOMING (continued)

b. Represent attitudes or behaviors repugnant to contemporary local community standards.

c. Are obscene or degrade a race, gender, or creed.

d. Represent any group, gang organization, or philosophy, which advocates violence or disruption, or that, have any history of violence or disrupting the objectives of school instructional programs.

Coaches and teachers may, with administrative approval, impose more stringent dress requirements to accommodate the special needs of certain classes and/or sports.

The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Nothing in this policy restricts the principal and school site council from establishing specific dress standards to meet individual school needs or specific circumstances.

Date WILLIAM S. HART UNION HIGH SCHOOL DISTRICT
Issued: 08/11/93  Santa Clarita, California
Reissued: 02/08/95
Reissued: 03/13/96
Reissued: 06/28/00
Learning for life is a very important part of the educational philosophy of Saugus High School. We believe that all students are preparing themselves for a vocation after high school. Some students will enter that vocation directly after graduating high school; others will seek post-secondary programs to further prepare themselves. Dressing appropriately is part of that education. Therefore, students should dress with the following in mind:

- Saugus High School is a place of business. Many students will interact with local businesses and begin the transition to a vocation. Students should dress as if at work.
- Saugus High School must be a safe and effective school so that all students have an opportunity to learn.

The following should help in the selection of acceptable school clothing and accessories:

1. Clothing shall not appear gang related nor depict inappropriate subjects or activities.
   - Known gang styles, accessories, symbols, and clothing modifications are prohibited.
   - Clothing graphics, which depict anti-social behavior, controlled substances, alcoholic beverages, violence, sexual activities, or glorify gangs are prohibited.
   - Belts and buckles must be without initials or any form of inappropriate symbols or words.
   - Only unaltered hats may be worn on campus. Other hats are not permitted.
   - Chains for wallets, watches, etc. may not be brought to campus.
   - Pajamas, bedroom slippers, bath robes, etc. may not be worn at school.

2. Clothing shall be properly sized.
   - Pants must be able to stay up without the use of a belt or suspenders.
   - Pants may have a relaxed fit but may not be baggy and must be hemmed.

3. Clothing shall be worn in a manner appropriate for school.
   - Sagging of clothing is prohibited.
   - Tops of pants must be worn at the waist.
   - Clothing should cover underwear.
   - Bottoms of pants may not touch the ground.
   - Shorts must be hemmed.
   - Clothing shall not be immodest. Crop tops, short shorts, low cut blouses, tube tops, muscle shirts, or backless tops are not appropriate at school.
   - Tops should not expose skin above the waist band.

Students not dressed appropriately will have inappropriate clothing confiscated and given clothes to wear at school that day or assigned in-school suspension. Parents may be contacted.
SAFE INGRESS
AND
EGRESS
SAUGUS HIGH SCHOOL

SAFE INGRESS AND EGRESS

At every entrance to Saugus High School signs are posted instructing all non-Saugus High School personnel to report to the administration 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 ensure 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.

Parking at Saugus High School is insufficient for the number of employees, students, helping volunteers, and visitors. Therefore all parking areas have regulatory signs posted stating the speed limit, the requirements to use the parking area, the California vehicle codes that govern behavior in the parking areas, and the consequences for any violation of those codes. Security personnel are posted in the parking areas. The administration and the Sheriff’s Special Assigned Deputy supervise the parking areas and assist with any problems in the parking areas.
**CAMPUS SUPERVISOR SCHEDULES**

**Lead #1**  
Duties: Lead duties, patrol, answering calls campus wide (includes campus perimeter & all parking lots)  
6:50 Unlock golf cart  
7:15 Set up traffic cones  
8:15 Lock gates (fire lanes, pipe & main lot)  
11:00 Lunch  
**Student Lunch**  
1st half – monitor perimeter & parking lots  
2nd half – monitor quad  
1:45 Open gates  
1:50 Assist with locker room coverage  
3:15 Put cones away  
3:30 Lock golf carts

**Lead #2**  
Duties include: Answering radio calls, relieving the front gate, checking in with staff, relocking gates  
6:45 – 7:20 Open front small gate, backdoor of admin building and staff room (& deliver papers), walk the campus  
7:20 – 7:50 Put out cones, tour parking lot, pick up golf cart  
7:50 – 8:30 Quad, walk upper & lower campus  
8:30 – 9:00 Check e-mail/admin building  
9:00 – 9:30 Quad, G & X bathrooms, walk rear of X & G buildings (includes 1st brunch)  
9:30 – 10:00 Walk campus, check bathrooms  
10:00 – 10:30 Quad, G & X bathrooms, walk rear of X & G buildings (includes 2nd brunch)  
10:30 – 11:00 Walk campus, check bathrooms  
11:00 – 11:30 Check e-mail/admin building  
11:30 – 12:15 Lunch  
12:15 – 1:15  
1st 15 min – upper campus behind R, M & L,  
Quad, G & X bathrooms, rear of X & G  
Last 15 min – upper campus behind R, M & L (including lunch)  
1:15 – 1:45 Walk campus, check bathrooms  
1:45 – 2:15 Check e-mail/admin building  
2:15 – 3:15 Walk campus, ending at front gate

**Campus Supervisor #1**  
7:30 – 8:30 Front gate  
8:30 – 9:30 Quad, check Gym & X bathrooms  
9:00 – 9:30 Upper campus, X & S bathrooms, including 1st brunch  
9:30 – 9:45 Break  
9:45 – 11:30 Quad/upper campus, Gym, X & S bathrooms, including 2nd brunch  
11:30 – 12:00 Lunch  
12:00 – 12:22 Boys locker room  
12:22 – 1:05 First 15 min. - Quad, Gym & X bathrooms  
Rest of lunch - Upper campus, X & S bathrooms  
1:05 – 1:20 Boys locker room  
1:20 – 1:30 Quad, Gym & X bathrooms  
Brunches & lunch tour around the X building, no students at the rear at any time. During 1st brunch, no students on sides of X building also.  
Take calls in your own area and any unanswered calls when needed.
Campus Supervisor #2
8:30 – 9:45  Upper campus, check S & X bathrooms, includes 1st brunch
9:45 – 10:30  Quad, E & Gym bathrooms, parking lot after 2nd brunch
10:30 – 11:15  Lunch
11:15 – 1:05  Parking lot tour, walk-thru gate at lunch
1:05 – 1:30  Quad, E & Gym bathrooms, parking lot tour
1:30 – 2:30  Front gate, move cones
Take calls in your own area and any unanswered calls when needed.

Campus Supervisor #3
9:30 – 10:18  Quad/lower campus, parking lot tour, Gym, X & E bathrooms, including 2nd brunch
10:18 – 10:35  Boys locker room
10:35 – 11:15  Quad/lower campus
11:35 – 12:22  Boys locker room
12:22 – 1:15  First 15 min. – Student lunch gate
              Quad, Gym, X & E bathrooms
1:15 – 2:00  Lunch
2:00 – 3:30  Unlock gates with Jim (D, parking lot, pipe)
              Parking lot, 2:00 & 3:00, put away golf carts
Take calls in your own area and any unanswered calls when needed.

Campus Supervisor #4
8:30 – 11:30  Quad/lower campus, check E & Gym bathrooms, rear of gym during both brunches
11:30 – 12:15  Lunch
12:15 – 2:00  Quad/lower campus, E & Gym bathrooms, rear of the gym, including student lunch
              12:22 – 12:40 cafeteria
Take calls in your own area and any unanswered calls when needed.
* ALSO translator for office

Campus Supervisor #5
9:45 – 11:10  Upper campus, check S & X bathrooms (including 2nd brunch)
11:10 – 11:15  Pick up student with cart (D9 to R core)
11:15 – 1:10  Upper campus, check S & X bathrooms, including student lunch
              12:15 open fire gate
              12:30 lock fire gate
              12:45 re-open gate
              1:00  lock fire gate
1:10 – 2:00  Lunch
2:00 – 2:30  Upper campus, S & X bathrooms
2:30 – 3:15  Front gate, unlock small front gate
Take calls in your own area and any unanswered calls when needed.
SAFE AND ORDERLY ENVIRONMENT
Component #1:
People and Programs – Create a “caring and connected” school climate.

Component #2:
Place – Create a physical environment that communicates respect for learning and for individuals.
Wm. S. Hart Union High School District  
Safe Schools  
Saugus High School Safe School Action Plan 2017-18

Component # 1: People and Programs

Goal # 1: All students and staff are provided a safe teaching and learning environment.  
Objective # 1: Saugus High School consistently follows established discipline polices.

<table>
<thead>
<tr>
<th>Action</th>
<th>Resources</th>
<th>Responsibility</th>
<th>Start/End Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Saugus’ School Rules shall be established, modified and implemented</td>
<td>District policy/disciplinary guidelines</td>
<td>Administration</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>2. Saugus’ School Rules shall be communicated to students, parents,</td>
<td>Board Policies, Parent/Student Handbook,</td>
<td>Administration</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>and staff and shall be posted in each classroom.</td>
<td>Sheriff Dept.</td>
<td>Faculty Staff</td>
<td></td>
</tr>
<tr>
<td>3. Saugus High School shall notify law enforcement when specific</td>
<td>Board Policies, Sheriff Dept., CWA</td>
<td>Administration</td>
<td>2014-Ongoing</td>
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<tr>
<td>identified Penal Code and/or Education Code violations occur.</td>
<td></td>
<td>Faculty Staff</td>
<td></td>
</tr>
<tr>
<td>4. Saugus High School will implement progressive discipline (OMC, etc.)</td>
<td>Staff Development and Teacher Handbook</td>
<td>Administration</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>and train teachers on an annual basis to improve student behavior</td>
<td></td>
<td>Faculty Staff</td>
<td></td>
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<td>proactively.</td>
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Wm. S. Hart Union High School District
Safe Schools
Saugus High School Safe School Action Plan 2017-18

Component # 1: People and Programs

Goal # 1: All students and staff are provided a safe teaching and learning environment.
Objective # 2: Saugus High School will utilize effective strategies to support the social development of each student.

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<tr>
<td>1. Saugus High School shall provide parents and guardians resource information of agencies that provide assistance and counseling services.</td>
<td>Child/Family Center; ACTION, SCV support groups, district empowerment nights, etc.</td>
<td>Administration, program directors, site therapists, site counselors</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>2. Saugus High School shall provide identified strategies to implement and support positive character in grades 9-12.</td>
<td>District/School Resources</td>
<td>Administration Faculty Staff</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>3. Saugus High School shall encourage teachers to attend training and workshops to identify at-risk factors and apply effective strategies in dealing with anti-social behaviors in schools.</td>
<td>District/School Resources</td>
<td>Administration Faculty Staff</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>4. Saugus High School shall provide effective communication and employ proactive strategies to assure appropriate behavior at school activities.</td>
<td>District/School Resources</td>
<td>Administration Faculty Staff</td>
<td>2014-Ongoing</td>
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Wm. S. Hart Union High School District
Safe Schools
Saugus High School Safe School Action Plan 2017-18

Component # 1: People and Programs

Goal # 2: Assistance shall be given to students experiencing academic, social, and/or emotional challenges.
Objective # 1: Saugus High School will set a standard for adult and students to interact with each other in a caring, and supportive manner.

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<tr>
<td>1. Saugus High School shall develop strategies to encourage parents/guardians to become proactively involved in the education of their children.</td>
<td>Child/Family Center; ACTION, SCV support groups, district empowerment nights, etc.</td>
<td>Administration, program directors, site therapists, site counselors</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>2. Saugus High School shall provide to students, staff, and parents, skills to solve problems and resolve conflicts.</td>
<td>District/School Resources</td>
<td>Administration Faculty Staff</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>3. Saugus High School’s staff shall communicate concerns with parents, students, and community support services.</td>
<td>District/School Resources</td>
<td>Administration Faculty Staff</td>
<td>2014-Ongoing</td>
</tr>
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Wm. S. Hart Union High School District  
Safe Schools  
Saugus High School Safe School Action Plan 2017-18

Component # 1: People and Programs

Goal # 2: Assistance shall be given to students experiencing academic, social, and/or emotional challenges.  
Objective # 2: Saugus High School shall have access to intervention programs that assist them in resolving academic, social and emotional challenges

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<tr>
<td>1. Saugus High School counselors meet with their students on a regular basis to review academic progress and to evaluate emotional needs.</td>
<td>Child/Family Center; ACTION, SCV support groups, district empowerment nights, etc.</td>
<td>Administration, program directors, site therapists, site counselors</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>2. Scheduled meetings are conducted to assist parents with recognizing and understanding their child’s needs.</td>
<td>District/School Resources</td>
<td>Administration Faculty Staff</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>3. Saugus High School will continue to provide (as funding allows) before school, after school, Saturday, and lunchtime tutoring for students who are struggling academically.</td>
<td>District/School Resources</td>
<td>Administration Faculty Staff</td>
<td>2014-Ongoing</td>
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Wm. S. Hart Union High School District
Safe Schools
Saugus High School Safe School Action Plan 2017-18

Component # 2: Physical Environment

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

Objective # 1: Saugus High School shall have policies and practices in effect that protect students, staff, and district property.

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<tr>
<td>1. Saugus High School Campus Supervisors, various staff, and Administration shall perform before, during, and after school supervision duties at assigned campus locations.</td>
<td>Administration Staff</td>
<td>Administration Staff</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>2. Saugus High School maintains a close working relationship with local support agencies and others, to ensure the safe passage of students to and from school and to safeguard the school site during and outside of operation hours.</td>
<td>Sheriff Dept, Fire Dept, City of Santa Clarita, SCV Transit, District Personnel, School Staff, Local School site personnel, and local residents.</td>
<td>Administration Faculty PAC</td>
<td>2014-Ongoing</td>
</tr>
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Wm. S. Hart Union High School District
Safe Schools
Saugus High School Safe School Action Plan 2017-18

Component # 2: Physical Environment

Goal # 1: All students are safe and secure while at school, when traveling from school to school, and when traveling to and from school related activities.
Objective # 2: Saugus High School’s physical plant shall be a safe and sheltered environment.

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<tr>
<td>1. Site custodial staff shall maintain the physical plant in good</td>
<td>District Maintenance Office and related</td>
<td>Administration Head Custodian District Maintenance Office</td>
<td>2014-Ongoing</td>
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<tr>
<td>operational condition for the enhancement of the educational process.</td>
<td>services</td>
<td></td>
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<tr>
<td>2. Saugus High School will conduct regular emergency drills, including</td>
<td>Fire and Sheriff Depts. City of Santa</td>
<td>Administration Staff</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>fire and disaster, to ensure that staff and students are aware of</td>
<td>Clarita District Maintenance SHS Staff</td>
<td>Staff Transportation Offices District Personnel</td>
<td></td>
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<tr>
<td>procedures in the event of such situations.</td>
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## Wm. S. Hart Union High School District
## Safe Schools
## Saugus High School Safe School Action Plan 2017-18

### Component # 2: Physical Environment

**Goal # 2:** All students and staff shall be aware of school safety strategies and security interventions.

**Objective # 1:** Saugus High School shall participate in District Safe School meetings and provide follow-up to staff and school Safety committee members.

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</thead>
<tbody>
<tr>
<td>1. Saugus High School shall have representation in attendance at Wm. S. Hart UHSD Safe School committee meetings.</td>
<td>District Safe School Committee</td>
<td>Administration Head Custodian Staff Students Parents</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>2. Saugus High School shall develop a process to communicate with parents, students, and staff to address safety and security issues.</td>
<td>Faculty/Staff Handbooks Student Handbooks PAC meetings, ELAC meetings, ECHO newsletter, local papers, daily bulletin, rallies/assemblies, and Crisis Management Plan</td>
<td>Administration Staff Students Parents</td>
<td>2014-Ongoing</td>
</tr>
</tbody>
</table>
Wm. S. Hart Union High School District
Safe Schools
Saugus High School Safe School Action Plan 2017-18

Component # 2: Physical Environment

Goal # 2: All students and staff shall be aware of school safety strategies and security interventions.
Objective # 2: All staff and students attending Saugus High School will be aware of strategies in place about how to and where to respond when they feel threatened or are in need of assistance.

<table>
<thead>
<tr>
<th>Action</th>
<th>Resources</th>
<th>Responsibility</th>
<th>Start/End Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Saugus High School’s administration and counselors will provide strategies to staff members and students to ensure safety and acquaint all with safe reporting practices.</td>
<td>Sheriff Dept, school psychologist, school counselors, Administration, and Staff</td>
<td>Administration Staff Students</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>2. Saugus High School students will identify with an adult staff member with whom they can talk and share any potential problems or situations that may escalate into conflict.</td>
<td>Sheriff Dept, school Psychologist, school counselors, Administration, and Staff</td>
<td>Administration Staff Students</td>
<td>2014-Ongoing</td>
</tr>
<tr>
<td>3. Saugus High School will not tolerate any discriminatory conduct directed towards anyone’s culture, gender, religion, race, ability, sexuality or personal behavior. Such conduct will be identified and dealt with according to district policies and procedures.</td>
<td>Sheriff Dept, school Psychologist, school counselors, Administration, and Staff</td>
<td>Administration Staff Students</td>
<td>2014-Ongoing</td>
</tr>
</tbody>
</table>
SCHOOL RULES
ATTENDANCE POLICY
The Saugus High School staff believes there is a direct relationship between attendance and achievement. Students with good attendance achieve high grades, enjoy school, are successful in their pursuit of necessary credits for graduation, and learn positive habits that contribute to their personal and occupational success. It is the responsibility of all parents to ensure that their children attend school every day they are not ill. Teachers, administrators, and other staff members are to help students appreciate and understand the value of good attendance.

For these reasons, the following attendance policies have been developed:

1. Students who miss 15 days from any class during a semester are subject to a failing grade in that class. Absences for legitimate school activities and authorized visits to a school office are not included as days absent. All other absences, including opportunity room, illness or other excused absences, are counted. The students will remain in the class for the remainder of the semester.

2. If a student misses one or more class periods for any reason other than school related business during a school day, and it has not been excused by a parent/guardian, a phone call will be placed to the home via a computerized Phone Master.

3. Parents/guardians are to call or write a note of excuse within 24 hours of absence or the absence will result in truancy. According to Education Code 48260, any student who is absent from school without a valid excuse for three or more days will be considered a truant. Parents/guardians should provide written medical, and or legal notices when possible. Excuses will not be accepted 10 school days after the absence. The absence will become a truancy for which school consequences may be assigned.

4. When a student is absent 5, 8, or 12 days from any class in one semester, a computer-generated letter will be sent home. Parents are encouraged to call the attendance office at 297-3900 ext.2401/2402 if they would like specific information about their child's attendance record.

1. By the 12th absence, a contract will be signed specifying the maximum number of subsequent absences that will be allowed before a fail grade is issued in the course.

2. Students leaving campus for any reason must check out through the attendance or health office. Due to the closed campus policy, underclassmen (9th and 10th) leaving between 12:20 pm and 1:00 pm must be personally signed out by a parent or guardian.

TO CLEAR AN ABSENCE PLEASE CALL Mrs. Doreen Schwamb, OR Mrs. Laura Meyers, ATTENDANCE OFFICE AT (661) 297-3900 EXT. 2401/2402
CODE OF CONDUCT

TARDY POLICY

Tardies 1-9: Teachers will assign classroom consequences and teachers will notify parents at tardy 5 and 9.

Tardies 10, 15, & 20: Administrative consequences will be assigned, at administrative discretion, and may include paper-pickup, lunch detention, Saturday School, loss of off-campus privileges, period and full day in-school suspension, full day out-of-school suspension(s) and SARB referral.

*Persistent tardies to the period following lunch will result in the revocation of a student's off-campus pass.

According to Education Code section 48260, any student tardy in excess of 15 minutes will be considered absent. If this occurs on each of more than three days in one school year, the student may be considered a truant.

The intent of the tardy and attendance policy is to emphasize the importance of class attendance and provide for greater student accountability for make-up work. It is not our intent to punish students who are ill or have family emergencies.
## CODE OF CONDUCT

### BEHAVIOR STANDARDS

These standards are subject to change at the discretion of administration.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrupting class by:</td>
<td>At teacher's discretion:</td>
</tr>
<tr>
<td>Talking, rudeness, misbehavior, disrespect, language,</td>
<td>Detention, class suspension, step and/or referral to</td>
</tr>
<tr>
<td>Defiance</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Food, gum, drinks in class</td>
<td>First offense – warning</td>
</tr>
<tr>
<td>Personal grooming in class</td>
<td>On the second offense and all subsequent offenses, the student will be assigned a Saturday School.</td>
</tr>
<tr>
<td>Profanity</td>
<td></td>
</tr>
</tbody>
</table>

Electronic devices including; cell phones, IPODs, ITouch, electronic games, laser pens

Missed detention or truancy

Smoking

Fighting, assault, theft, robbery, extortion, vandalism, harassment

Possession, use or sale of alcohol and/or controlled substances

Saugus High School is a closed campus. Only Juniors and Seniors with valid off-campus permits may leave campus during lunch. Students without off-campus passes will only be allowed to leave campus at lunch if accompanied by parents. Parent/guardian must summon student in person through the attendance office.
CODE OF CONDUCT

CELL PHONE POLICY
The William S. Hart Union High School District acknowledges the importance of communication between students and parents, particularly in emergency situations. However, the District recognizes that instructional time is precious and school time must be protected from unnecessary disruptions. Therefore, students may be permitted to have a cell phone in their possession on campus during the school day, while attending school-sponsored activities, or while under the supervision and control of a school district employee.

Students shall be allowed to possess and use cell phones while under supervision of the school with the following parameters:

A. Cell phones are to be turned off and put away upon arriving to class or before entering any school building.
B. Authorization for student possession or use of cell phone may be revoked by the administration for inappropriate student use.
C. Any use of a cell phone during an exam will be cause to presuppose cheating and may result in a zero on the exam.
D. The District assumes no liability for the damage, theft, loss, or misuse of cell phone by the student or another person.
E. Students are expected to immediately comply with the direction of any school official to cease the use of a cell phone on campus or at a school sponsored activity.
F. The first offence will be a warning. On the second offence and all subsequent offences, the student will be assigned a Saturday School.

ID CARD POLICY
Your ID card is your official identification and must be carried during school hours and at all school events. You are required to present this card upon request by any member of the school district staff.

1. ID cards are used to: Pay class fees, pay fines, purchase items from ASB office, check out books and other materials from the library, identify students attending any school/district event, and identify off campus privileges and open periods.
2. ID cards are non-transferable. It may not be used by any other person other than the one whose picture appears on the front. Lending this to anyone will subject the holder to disciplinary action.
3. Report lost or stolen cards immediately to the ASB Office. (Lost, stolen, or DAMAGED ID cards can be replaced in the office for a FEE.)

First ID Card: Free during registration or first week of school
Second ID Card: Replacement cost of $20.00

4. Your ID card is the property of the Wm. S. Hart School District. Improper use of the card will result in disciplinary action.
Saugus High School
Student Parking Contract
2017-2018

Driving to school and parking on school property is a privilege, which may be denied. **Students who obtain a parking permit through ASB are eligible to park in the student parking lot.** Students who are issued parking permits accept the responsibility of adhering to school policies and safe driving practices.

To obtain a Parking Permit, the following items must be present when applying:

- Parking Contract & Vehicle Registration Form
- Valid California Driver’s License
- Proof of Current Liability Insurance for each Vehicle Registering
- Registration Fee - Standard Parking Permit            -$35
- Senior Preferred Parking Permit   -$55

(A permanent parking space for the 2014-2015 school year will be reserved during school hours.)

**Rules**

1. Driving to school and parking on school property is a privilege and not a right.
2. Saugus High reserves the right to revoke parking permits at any time without refund if a student fails to comply with any school policies (parking, discipline, attendance, academic, etc).
3. Parking permits are the property of Saugus High School and cannot be duplicated or altered in any way.
4. Lost or stolen permits are the responsibility of the student. Replacements permits are not issued.
5. Permits are non-transferable and must be returned to the ASB Office if a student withdraws or transfers.
6. Parking permits are not considered valid unless they are hung from the rear view mirror with the printed information completely visible, no other item can obscure its visibility.
7. Parking in any location other than a designated student parking stall is prohibited (ex. Staff spaces, “No Parking” zones, handicapped spaces, red curbs, visitor spots, fire lanes, etc).
8. Purchasing a Standard Parking Permit does not guarantee you will find a space in the Saugus parking lot, only Senior Preferred Parking Permits reserve a designated spot.
9. Speeding or reckless driving is prohibited and may result in loss of parking permit.
10. Saugus High School is not responsible for the vehicle or its contents, and advises students to leave cars locked at all times.
11. The parking lot is a restricted area. Once parked students should proceed immediately to the school, there is to be no loitering or visitation in the parking lot.
12. Tardiness resulting from not being able to find a parking space will not be excusable.
13. Authorized personnel who have reason to believe a search is necessary for the health, safety and protection of the students and the orderly conduct of the school may search any vehicle brought onto school property.
14. All California Vehicle Codes apply in the school parking lots.

Failure to adhere to the above conditions places your vehicle subject to a $25 citation (Section 21113 California Vehicle Code), a revocation of your parking permit, and other discipline consequences assigned by Saugus High School Administration.

*I have read, fully understand, and agree to abide by the student parking contract.*

Student signature: ________________________________
Date: __________________________

Parent signature: ________________________________
Date: __________________________
## SAUGUS HIGH SCHOOL

### Discipline Recommendations for Administration

<table>
<thead>
<tr>
<th>OFFENSE</th>
<th>1st OFFENSE</th>
<th>ADDITIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assault/Battery (a 1)</strong></td>
<td>1-5 day Sus</td>
<td>Poss. Transf, or Expulsion</td>
</tr>
<tr>
<td><strong>Assault/Battery (a 2)</strong></td>
<td>5 Sus+ST+E*</td>
<td></td>
</tr>
<tr>
<td>Control Sub/Use or Possess</td>
<td>5 Sus+DAPEC+CADRE+SR+T</td>
<td></td>
</tr>
<tr>
<td>Controlled Substances/Sale</td>
<td>5 Sus+DAPEC+CADRE+SR E*</td>
<td></td>
</tr>
<tr>
<td><strong>Disruption</strong></td>
<td>SOC</td>
<td>SOC to Sus</td>
</tr>
<tr>
<td><strong>Dress Code</strong></td>
<td>Conference+Change of clothing</td>
<td>Deiance=Sus</td>
</tr>
<tr>
<td><strong>Cell Phone</strong> (disruptive)</td>
<td>Violation form filed - warning</td>
<td>SOC</td>
</tr>
<tr>
<td><strong>Disruptive in OR</strong></td>
<td>Sus</td>
<td>Sus</td>
</tr>
<tr>
<td><strong>Failure to Serve SOC</strong></td>
<td>Sus</td>
<td>Sus</td>
</tr>
<tr>
<td>(Can have one resched…..)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fighting</strong></td>
<td>2 to 5 Sus + SR</td>
<td>5 Sus+SR+ Transf.</td>
</tr>
<tr>
<td><strong>Pushing/Shoving</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fraud</strong></td>
<td>1 SOC</td>
<td>Sus + SR</td>
</tr>
<tr>
<td>Forged school document/note</td>
<td>SOC</td>
<td></td>
</tr>
<tr>
<td>Phony ID/Passing off another's pass as own</td>
<td>Loss of O/C pass 1 week</td>
<td>2nd loss 2 weeks, 3rd loss for rest of year</td>
</tr>
<tr>
<td>Allowing another to use pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gambling</strong></td>
<td>1 SOC</td>
<td>Sus + SR</td>
</tr>
<tr>
<td><strong>Gun</strong></td>
<td>5 Sus+SR+E</td>
<td></td>
</tr>
<tr>
<td><strong>Harassment/Threats</strong></td>
<td>Conference+Sus</td>
<td>Sus+SR+Poss. Transf. or Exp.</td>
</tr>
<tr>
<td><strong>Knife/Brandish</strong></td>
<td>5 Sus+SR or Letter not to</td>
<td>5 Sus +SR+E or Transf.</td>
</tr>
<tr>
<td>Expel (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Laser Pointer</strong></td>
<td>Confiscate SOC, parent P/U</td>
<td>Confiscate+Sus 1 to 5</td>
</tr>
<tr>
<td><strong>Mooning/Indecent Exposure</strong></td>
<td>Sus</td>
<td>Sus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off Campus w/o permission</td>
<td>SOC</td>
<td>Chronic - Sus</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----</td>
<td>--------------</td>
</tr>
<tr>
<td>Other Dangerous Object</td>
<td>1 to 5 Sus+Poss.SR</td>
<td></td>
</tr>
<tr>
<td>Possession = intent</td>
<td>5 Sus+SR+E or Transf.</td>
<td></td>
</tr>
<tr>
<td><strong>Parking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without a parking permit</td>
<td>$25 Citation</td>
<td>2nd - Citation, 3rd - Citation, or citation by Sheriff's Deputy and subject to towing at owner's expense.</td>
</tr>
<tr>
<td>In a Staff spot, Parent/Visitor spot</td>
<td>$25 Citation</td>
<td>(same as above)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If referred, loss of permit 1 wk, 2nd referral - 2 wks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd referral - revocation of parking permit</td>
</tr>
<tr>
<td><strong>Physical Altercation</strong></td>
<td>SOC to Sus</td>
<td>Sus</td>
</tr>
<tr>
<td><strong>Pkg</strong> issue Stu w/parent, verbal on campus</td>
<td>SOC</td>
<td>Poss Sus,loss of pkg permit</td>
</tr>
<tr>
<td><strong>Profanity</strong> (see Verbal Abuse)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Smoking</strong></td>
<td>SOC</td>
<td>Sus</td>
</tr>
<tr>
<td>Or paraphernalia (matches, lighter, pipes, rolling papers, etc.)</td>
<td>Poss ticket from deputy (308B of Penal Code, against law under 18)</td>
<td></td>
</tr>
<tr>
<td><strong>Student bickering/Peer Conflict</strong></td>
<td>mediate, offer peer counseling</td>
<td></td>
</tr>
<tr>
<td>Sus. (20)</td>
<td>Move for expulsion</td>
<td></td>
</tr>
<tr>
<td>SOC &quot;can't do&quot; &quot;parent won't allow&quot;</td>
<td>1 week lunch detention</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Take tech privileges away + hefty suspension</td>
<td>If chronic, seek expulsion</td>
</tr>
<tr>
<td>Theft</td>
<td>Sus+Restitution+Poss SR</td>
<td>Sus+Restitution+SR+Possible Transf.</td>
</tr>
<tr>
<td><strong>Throw object</strong> (e.g.bottle)</td>
<td>SOC</td>
<td>Hit someone=Sus</td>
</tr>
<tr>
<td><strong>Truancy</strong></td>
<td>SOC</td>
<td>Multiple SOCs</td>
</tr>
<tr>
<td><strong>Vandalism</strong></td>
<td>Sus+Restitution+Poss.SR</td>
<td>Sus+Restitution+SR+ Poss. Transf.</td>
</tr>
<tr>
<td><strong>Vehicle Violation</strong></td>
<td>Fine</td>
<td>SOC</td>
</tr>
<tr>
<td><strong>Verbal Abuse toward another student</strong></td>
<td>Mediation - SOC</td>
<td>SOC or Sus</td>
</tr>
<tr>
<td><strong>Verbal Abuse direct to staff</strong></td>
<td>1 to 5 Sus</td>
<td>3 to 5 Sus+Poss Class Transf.</td>
</tr>
</tbody>
</table>

(All offenses above are reported to parent/guardian.) * If Expulsion is not approved, student will be transferred out of SHS
HATE CRIME REPORTING
Hate-Motivated Behavior

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a better understanding of the civil rights and social responsibilities of people in our society. Hate motivated behavior includes, but is not limited to, 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 that are based on such statements. Hate motivated behavior shall not be tolerated.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.1 - Crime Data Reporting)
(cf. 3515.4 - Recovery for Property Loss or Damage
(cf. 5131.5 - Vandalism, Theft and Graffiti)
(cf. 5136 - Gangs)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 6141.6 - Multicultural Education)

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

The superintendent or designee shall ensure that appropriate staff receives necessary training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

The district shall provide age-appropriate information to help promote understanding of and respect for human rights.

At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior.

Legal reference:

EDUCATION CODE
201 Educational Equity
Dear Students and Parents;

The Hart 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 and discrimination are based on this principle.

This document attempts to bring together policies adopted by the Hart 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 harassment, and the penalties for committing harassment.

Hart District Governing Board

Policies:

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
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.

BPS131

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:

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 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 Hart 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.

March 2005
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 s/he is being harassed should immediately contact the principal or designee or another district administrator in order to obtain a copy of AR 1312.3—Uniform Complaint Procedures. 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.
WILLIAM S. HART UNION HIGH SCHOOL DISTRICT

HATE CRIME REPORTING FORM

☐ Reported to LASD  ☐ Classified as “Hate Crime” (by LASD)
Date: ___________________________
Report #: _______________________
Officer Name: ___________________

LOCATION OF INCIDENT: ___________________
DATE OF INCIDENT: ________________ TIME: ________________ (am/pm)

MOTIVATING FACTORS (as reported by LACSD)
☐ Disability  ☐ Gender  ☐ Ethnicity/Nationality  ☐ Race/Color  ☐ Sexual Orientation  ☐ Other

DESCRIPTION OF INCIDENT BY: ___________________ TITLE: ____________

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

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Reminder: Incidents that may meet the definition of a “hate crime” must be reported to law enforcement. This form is for reporting incidents which the administrator feels do not rise to the level of a hate crime. Use the “Hate Crime Reporting Form” to report hate crimes. Duplicate this form as needed. **Please send forms via district mail to Greg Lee during the first week of each succeeding month.**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TYPE OF INCIDENT *</th>
<th>PERPETRATOR INFO +</th>
<th>VICTIM INFO +</th>
<th>OUTCOME #</th>
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*Examples: name calling, fight, teasing/harassment, inappropriate notes
+Include identifying details, but not student names: grade, gender, ethnicity/race
#Examples: counseling, parent contact, detention, suspension

This form was submitted by: ____________________________ Date: ____________________________

Revised 5/07