



HERITAGE  
HIGH SCHOOL

SAFETY  
AND  
EMERGENCY  
PLAN

*REVISED 2010-2011*

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## **MISSION STATEMENT**

Heritage High School is dedicated to empowering students to become life-long learners, committed to Honesty, Equality, Respect, Integrity, Trust, Achievement, Generosity and Excellence. A rigorous and innovative curriculum will be taught within small learning communities and career academies, enhanced with extra-curricular activities, to create productive citizens for a global society.

## **VISION**

Heritage High School will become an effective professional learning community. Through data analysis, collaboration and reflection, Heritage staff members, students and parents will create a safe and supportive environment in which all students become productive life long learners.

# SAFETY DATA

## California Healthy Kids Survey      SPRING 2009

During the spring of 2008, the district distributed the C.H.K.S. to all Freshmen and Juniors at each site. In the fall of 2008 we received the results of the survey. The survey dealt with Drugs, Alcohol, Tobacco, Violence, Harassment, and other issues.

After receiving the results each site selected a steering committee to analyze the results. Their task was to list the top areas of concern; why it was a concern and how to address that concern. Also, they were to list any positive results for the survey and the reason for that positive result.

The steering committee is to share this information with staff, parents, and students.

Heritage High School Safety Committee: Lisa M. Sullivan, Assistant Principal  
 Jorge Flores, Campus Supervisor  
 Mike Maanao, SRO  
 Sandra Guardado, Teacher  
 Lauren E. Gonzales, Student  
 Kaitlyn Moore, Student

Area of Concern	Reason	How does your site plan to address this concern?
<b>Alcohol</b> -- 25 % of our 9 <sup>th</sup> graders and 48 % of our 11 <sup>th</sup> grade reported having consumed one full drink of alcohol at least 4 or more times in their life. 29 % of our 9 <sup>th</sup> graders and 41% of our 11 <sup>th</sup> graders stated that they have consumed at least one full drink of alcohol within the past 30 days. 55% of our 9 <sup>th</sup> graders and 63% of our 11 graders stated it was very easy to obtain Alcohol.	<ul style="list-style-type: none"> <li>➤ Curiosity</li> <li>➤ Alcohol being used in the home</li> <li>➤ Media</li> <li>➤ Peer Pressure</li> <li>➤ Easily obtainable</li> </ul>	<ul style="list-style-type: none"> <li>➤ Health Classes</li> <li>➤ Parent awareness</li> <li>➤ School discipline policy</li> <li>➤ SRO involvement</li> <li>➤ REACH program</li> <li>➤ Every 15 minutes</li> </ul>
<b>Tobacco</b> -- 11% of our 9 <sup>th</sup> graders and 18% of our 11 <sup>th</sup> graders state that they have smoked at least one full cigarette in the pas 30 days. 76% of our 9 <sup>th</sup> graders and 91% of our 11 <sup>th</sup> graders said it easy/very easy to obtain cigarettes.	<ul style="list-style-type: none"> <li>➤ Curiosity</li> <li>➤ Easily concealed</li> <li>➤ Peer Pressure</li> <li>➤ Readily Available</li> </ul>	<ul style="list-style-type: none"> <li>➤ Health Classes</li> <li>➤ Parent awareness</li> <li>➤ School discipline policy</li> <li>➤ SRO involvement</li> <li>➤ REACH program</li> <li>➤ Every 15 minutes</li> </ul>
<b>Harrassment</b> -- In the past 12 months 41% of our 9 <sup>th</sup> graders and 43% of 11 <sup>th</sup> graders have been victims of some sort of harassment (sexual, racial, gender preference, bullying)	<ul style="list-style-type: none"> <li>➤ General Trends in society promote and reward aggressive behavior</li> <li>➤ Testosterone level increase</li> <li>➤ Female students competing over the affection of boys</li> <li>➤ Media</li> </ul>	<ul style="list-style-type: none"> <li>➤ Challenge Days – 2 a year</li> <li>➤ REACH program</li> <li>➤ Parent Awareness</li> <li>➤ Progressive discipline</li> <li>➤ Conflict Mediation/resolution</li> </ul>

Positive results	Reason for positive results
<b>High Expectations</b> -- 84 % of our students believe that adults in our school have high expectations of students.	<ul style="list-style-type: none"> <li>➤ Founding Vision/Culture of the school made up by a school community effort</li> <li>➤ Holding students accountable</li> <li>➤ Parent involvement</li> <li>➤ Small Learning Community Model</li> </ul>
<b>Eating Breakfast</b> -- 70 % of our 9 <sup>th</sup> graders and 52% of our 11 graders report that they ate breakfast.	<ul style="list-style-type: none"> <li>➤ Parent Involvement</li> <li>➤ Health Classes</li> </ul>

### *Students who participated in the CHKS*

Student Sample Size	9 <sup>th</sup> Grade	11 <sup>th</sup> Grade	Total
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Heritage High School	360	224	584
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## Heritage High School Discipline Summary 2009-2010

Code	Description	Total	Code	Description	Total
1	Drug Possess	12	41	Miscellaneous	4
2	Drug Sale	2	42	Explosive Devi	0
3	Drug Use	5	43	Battery	2
4	Alcohol Poss	1	44	Attend.Red Flag	-
5	Alcohol Sale	0	45	Assault	0
6	Alcohol Use	6	46	Obscenity	2
7	All Day Truant	43	47	Sch Disruption	18
8	Class Cuts	113	48	Info Only	36
9	Tardies	1102	49	Tchr Contract	1
10	Sent to Office	0	50	Att/Contract	0
11	Clssrm Behavio	98	51	Contrct Violat	21
12	Firecrackers	0	52	Cutting	113
13	Cheating	57	53	On Probation	0
14	Non-Suits,PE	41	54	Parent Confer.	0
15	Off Campus	7	55	N/S Admin Det	40
16	Internet Violt	30	56	Act Ineligible	824
17	Paraphernalia	2	57	Incident Report	2
18	Reckless Drivng	22	58	Drop-Out Ref'l	0
19	Theft	17	59	SARB	6
20	Throwing Objec	0	60	Adm Info Only	129
21	Tobacco	13	61	SARB Referral	0
22	Vandlsm, Major	2	62	Sex Offense	0
23	Vandlsm, Minor	13	63	Off Limits Area	31
24	Fighting	47	64	No Pass	1
25	Harassment	17	65	Campus Behavior	98
26	Threats	13	66	Hrsmnt Contract	23
27	Gang Rel. Act	5	67	Sexual Harsmnt	5
28	Profanity	57	68	Dis.Schl Actvty	19
29	Willful Dis	90	69	Cell Phone Viol	1087
30	Insolence	81	76	Tardy Sweep	2
31	Dress Code	480	77	No Show-Sat Sch	25
32	Weapons	1	78	Electronic Dev	168
33	N/S Tchr Det	28	79	Skate/Scooter	8
34	Bus Behavior	11	80	Gambling	0
35	Stdy Hll Behav	19	81	SST	0
36	Dangerous Act	17	82	No ID Card	7
37	ISD Rules	2	83	Bicycle Viol	0
38	Violat-Parking	93	84	Behav/Acad Cont	15
39	Forged Nt/Pass	3	85	PDA	36
40	Arson	0	86	Bullying	2

# SCHOOL SAFETY PLAN

## **CAMPUS CLIMATE**

Creating a positive campus climate is extremely important for the staff of Heritage. This is being addressed in a number of ways:

1. In the classroom – Teachers and administrators work closely to monitor and consistently uphold appropriate behavioral expectations.
2. Extra Curricular Activities – Students are encouraged to participate in clubs, athletics, performing arts, and other extra-curricular activities that can help connect them to the school community
3. Leadership Activities – The Leadership class sponsors various activities that promote school spirit, such as class competitions and rallies.
4. Challenge Days – Over the past few years, HHS has sponsored one or more Challenge Days per year, though the reduced budgets will greatly influence our ability to continue this program.
5. Conflict Resolution – Administrators often conduct conflict resolution meetings between students to help intervene before more serious problems arise.
6. Discipline – Students are subjected to progressive discipline by administrators who follow the district's Discipline Matrix and communicate regularly for consistency.
7. Parent Involvement – Parent organizations (Athletic Boosters, VAPA Boosters, Parent's Club, Grad Night) volunteer their time to help sponsor and fund a variety of events that increase student involvement with school.

## CAMPUS SUPERVISION

Heritage is monitored 24/7 by numerous security cameras with rotation and zoom capabilities. Heritage High School's office hours are from 7:30 a.m. to 4:00 p.m. daily. School personnel are present during these hours to assist staff, students, parents and community members. Four campus supervisors patrol the campus during school hours and one campus supervisor is on duty until 8:00pm. A School Resource Officer (SRO) is also on duty during most school days. The administration office is closed on all weekends and school holidays.

Heritage is a closed campus which helps minimize student ingress and egress. In addition, the school is bordered on most sides by open fields, which makes observing students or non-students trying to enter or leave the campus much easier.

During school hours every effort is made to provide for a safe campus. Similar security conditions cannot be guaranteed for staff members working on campus during non-school hours.

If students are requested to return to campus for activities after the regular school day, it is important that the students and their parents are told that Heritage High School cannot provide the same supervision and security during non-school hours as provided during the regular school day from 7:30 a.m. to 4:00 p.m.

## DANGEROUS STUDENT NOTIFICATION PROCEDURES

The Superintendent or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury that requires professional medical treatment. This information shall be based upon written district records or records received from a law enforcement agency. (Education Code 49079)

Teachers shall receive the above information in confidence and disseminate it no further. (Education Code 49079) Teachers may be subject to discipline for divulging such information to persons who are not entitled to it.

**To notify teachers of suspensions as they occur during the school year the following process is used:**

- a. Clerical staff member distributes a copy of the "Notification To Teacher Of Student Conduct" form to all of the teachers to whom the student is assigned. This form provides the date, time, and reason for suspension of a particular student.
- b. If more information is necessary, the Principal or Administrative designee may let the teacher view the original suspension form which is kept in the SLC offices at Heritage.
- c. When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer. Copies of the notice are maintained in the school office.
- d. When the district receives information from the juvenile court system that a student has been convicted of a serious violent crime requiring teacher notification, the Principal and the teachers are provided with written notice from the district Child Welfare and Attendance



## SCHOOL VISITORS

1. The school welcomes and encourages visits to school by parents, other adult residents of the community, and interested educators. But, in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools, it is necessary to invoke visitor controls.
2. The Principal and all designated personnel have the authority to prohibit the entry of any person to a school of this district or to expel any person when he has reason to believe the presence of such person would affect the good order of the school. If such an individual refuses to leave the school grounds or creates a disturbance, the Principal is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.
3. Persons wishing to visit a class should make arrangements in advance with the school office. Upon their arrival at the school, visitors must register at the Attendance office where they will sign in and receive a pass, instructions, and a campus map.
4. At no time shall a staff member transact business with a person in the school who has not duly registered at the school office and received authorization to be present for the purpose of conducting business.
5. No visitor may confer with a student in a school without the approval of the Principal or his designee.
6. Should an emergency require that a student be called to the office to meet a visitor, the Principal or his designee must be present during the meeting.
7. A student is not permitted to leave the school with anyone who has not been clearly identified as his or her legal guardian, or a person authorized to act on behalf of the parent of the guardian.
8. Should the student be in the care of one parent, and this fact has been made known to the school in writing, the school shall release the student only to the parent having custody or a person to act on that parent's behalf. (ED Code 44810, 87707, 44811, 87709, 32210).

## STUDENT INGRESS AND EGRESS

Students arrive to and leave from Heritage by foot, bike/skateboard, car, and bus (city and school district). Every effort has been made to insure the safety of students, particularly as they negotiate vehicle traffic.

1. Foot traffic – Students are directed to walk on sidewalks or the foot path on American Ave. Crossing guards are in place to assist at the Balfour Rd/American Ave, intersection and at two crosswalks on American Ave.
2. Bike/Skateboard – A bike lane is in place on the west side of American Ave and a bike path was created on the east side to allow bikers and boarders to avoid both vehicle traffic and pedestrians.
3. Cars – Students being dropped off from a car have designated drop-off zones along American Ave. Many also use the Rotunda Loop and the Staff parking lot, though these are not recommended. Parents are **not** allowed to drop off in the Student parking lot in order to reduce the amount of traffic in this area. Students driving their own vehicles are required to have a parking permit and must park in the Student parking lot. Students without a parking permit can park on the east side of American Ave. if room is available. The Student parking lot gate is

locked during most school hours and the lot is monitored by campus supervisors and administrators during morning ingress and afternoon egress. Parents *are* allowed to pick up their student from the Student parking lot during the afternoon egress.

4. Bus – A city bus stop is located on American Ave. adjacent to the school. The school district busses utilize the back side Loop Rd which is only accessible through a remote control gate.

# Board Policies

## ACCIDENTS ON CAMPUS

Policy No. **BP5141.1**

Effective 2/5/86

Although reasonable effort is made by the district to prevent accidents to students, it is inevitable that accidents will occur. The Superintendent is directed to develop regulations and procedures to minimize promptly the effects of the injury, provide first aid and/or medical attention, to notify parents of the accident, and take whatever other steps are deemed reasonable in the interest of the student.

The Governing Board directs the Superintendent to seek review and input from the appropriate medical professional for all regulations pertaining to student accidents. These regulations shall be approved by the Board before implementation.

A complete accident report shall be made by the certificated staff member under whose supervision the accident occurs.

Legal Reference: Education Code 32040-32044 First aid equipment; 49408 Emergency information; 49404 Athletic events; 49470 Medical services for athletics; 49471-49472 Medical and hospital services; 51202 Instruction in personal and public health and safety.

## ADMINISTERING MEDICATION

Policy No. **AR5141.21**

Effective 3/8/06

### Definitions

Other designated school personnel may include any individual employed by the district who has consented to administer the medication or otherwise assist the student, and who may legally administer the medication. (5 CCR [601](#))

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR [601](#))

### Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians that students who need to take prescribed medication during the school day may be assisted by a school nurse or designated school personnel or allowed to self-administer certain medication as long as the district receives written statements from the student's physician and parent/guardian in accordance with law, Board policy and administrative regulation. (Education Code [48980](#), [49423](#))

The Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code [49480](#))

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects, and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.

### Parent/Guardian Responsibilities

Before a designated employee administers or assists in the administration of any prescribed medication to any student or any student is allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication during school hours, the district shall have a written statement from the student's physician and a written statement from the student's parent/guardian. (Education Code [49423](#), [49423.1](#); 5 CCR [600](#))

The physician's written statement shall clearly: (Education Code [49423](#), [49423.1](#); 5 CCR [602](#))

1. Identify the student
2. Identify the medication
3. Specify the method, amount and time schedules by which the medication is to be taken
4. Contain the name, address, telephone number and signature of the physician
5. If a parent/guardian has requested that his/her child be allowed to self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, confirm that the student is able to self-administer the medication

The parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for the authorized district representative to communicate directly with the student's physician, as may be necessary, regarding the physician's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer or otherwise assist the student in the administration of medication

4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication including, but not limited to, the parent/guardian's responsibility to provide a written statement from the physician and to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication
5. Contain an acknowledgment that the parent/guardian may terminate consent for such administration at any time

If a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall also: (Education Code [49423](#), [49423.1](#))

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if a student suffers an adverse reaction as a result of self-administering the medication

The parent/guardian shall annually provide the Superintendent or designee a new written statement from himself/herself and the student's physician. In addition, the parent/guardian shall provide a new physician statement if the medication, dosage, frequency of administration or reason for administration changes. (Education Code [49423](#), [49423.1](#))

Parents/guardians shall provide medications in a properly labeled, original container along with the physician's instructions. For prescribed medication, the container shall bear the name and telephone number of the pharmacy, the student's identification, name and phone number of the physician, and physician's instructions. Medications that are not in their original container shall not be accepted or administered. Medications shall be delivered to the school by the parent/guardian, unless the Superintendent or designee authorizes another method of delivery.

The parent/guardian of a student on a continuing medication regimen for a nonepisodic condition shall inform the school nurse or other designated certificated employee of the medication being taken, the current dosage and the name of the supervising physician.

A parent/guardian may designate an individual who is not an employee of the district to administer medication to his/her child as long as the individual is clearly identified, willing to accept the designation, permitted to be on the school site, and any limitations on the individual's authority are clearly established. The parent/guardian shall provide a written statement designating the individual and containing the information required above.

#### Designated Employee/District Responsibilities

The school nurse or other designated school personnel shall:

1. Administer or assist in administering the medication in accordance with the physician's written statement
2. Accept delivery of medication from the student's parent/guardian, including counting and recording the medication upon receipt
3. Maintain a list of students needing medication during the school day, including the type of medication, times and dosage, as well as a list of students who are authorized to self-administer medication

4. Maintain a medication log documenting the administration of medication including the student's name; name of medication the student is required to take; dose of medication; method by which the student is required to take the medication; time the medication is to be taken during the regular school day; date(s) on which the student is required to take the medication; physician's name and contact information; and a space for daily recording of medication administration

The daily record shall contain the date, time, amount of medication administered, and signature of the individual administering the medication.

5. Maintain a medication record including the physician's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained
7. Coordinate the administration of medication during field trips and after-school activities
8. Report any refusal of a student to take his/her medication to the parent/guardian
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. Communicate with the physician regarding the medication and its effects
11. Counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.
12. By the end of the school year, ensure that unused, discontinued and outdated medication is returned to the student's parent/guardian where possible or, if the medication cannot be returned, is disposed of in accordance with state laws and local ordinances

## **CHILD ABUSE REPORTING**

Policy No.     **AR 5141.4**

Effective       1-13-99

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, coaches, supervisors of child welfare and attendance, certificated student personnel employees, employees of a 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 department and child protective services.
4. "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 position, drawing when appropriate on his/her training and experience, to suspect child abuse.

**Reporting Procedures**

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. This report will include:

- a. The name of the person making the report.
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

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

2. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local child protective agency a written report which includes a completed Department of Justice form (DOJ SS 8572).

Mandated reporters may obtain copies of the above form either from the district or the local child protective agency.

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 expected, 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 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 knows or should know that the designated person failed to make the report, that person then has a duty to do so.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

## **Victim Interviews**

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following legal requirements:

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

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

## **Release of Child to Peace Officer or Child Protective Services Agent**

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Superintendent or designee and/or principal shall not notify the parent/ guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

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

## **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 shall seek legal counsel in connection with either the suspension or dismissal of the employee.

## CIVIL AND LEGAL RIGHTS

Policy No. **BP5145**

Effective 1/20/82

Schools are for students. Schools reflect the educational philosophy of the community served. Parents, school staff, and students are in pursuit of a common goal, a program preparing the participants for full, active, responsible participation in the community throughout their lives.

Such a program implies an appreciation for what has preceded us, an understanding of who and where we are, and the opportunity to exercise our rights and assume our responsibilities in participating in the determination of the community's direction.

Such a program promotes individual freedom, responsibility, and productive citizenship, as well as recognizes the rights and the standards of the community.

Such program protects an individual through limitations upon the rights of others by living up to the guarantees of the U.S. Constitution and the laws of the state.

Personal or public irresponsibility, anarchy, or violence have no place in American democracy; neither do the extremes of regimentation and authoritarianism. The street can never be the alternative for the healthy productive development of citizens; schools cannot tolerate conditions that drive students into the streets.

1. School boards are legally responsible for the establishment of school policy, and every effort should be extended to include in the formulation of school policy consideration of the developing maturity of the student. Concomitant responsibilities flow from the exercise of rights and privileges. Among these are

Respect for oneself

Respect for others and their rights

Respect for individual dignity.

Respect for legally constituted authority and the legal responsibility of those in authority.



2. All rules and regulations to maintain the process of education must be common knowledge. Orientation programs and free student handbooks should provide this information in clear and understandable language. Any changes should be widely publicized in print in both school and community media, and no regulations should be summarily drafted and enforced.
3. The board, certificated staff, and student governments should work cooperatively within the limitations prescribed by law in the establishment of these regulations. The amending, appeal, and student referenda and recall processes for the establishment and enforcement of these rules should be clearly defined and made available to all interested and affected parties.
4. Students must be free to establish and should be encouraged to participate in student governments and provide all students, through a representative system, a voice in school affairs. All registered students should be eligible to hold office.
5. Schools are for students and students should be involved in the educational process in their schools. Certificated staff members should solicit student suggestions and recommendations concerning curricular offerings. Curriculum offerings in local schools should meet the needs and interests of all students.
6. Freedom of speech is guaranteed to all citizens, and students must be allowed to exercise their constitutionally protected rights of free speech, petition, and assembly as long as they do not interfere with the educational process.

Materials presented to students should be relevant to the course and appropriate to the maturity level and intellectual ability of the students. Students should have the opportunity to investigate different views related to topics and materials introduced or presented. Teachers should, at all times, strive to promote tolerance for the views and opinions of others and for the rights of individuals to form and hold differing views and opinions. The teacher should further be responsible to permit the expression of the views and opinions of others and to encourage students to examine, evaluate, and synthesize all available information about such topics and materials.

School newspapers, yearbooks, literary magazines, and other publications should be guaranteed the right of freedom of the press, subject to the existing laws of libel, obscenity, and public safety. As learning experiences within the school, the staff should seek the highest publication standards. Other non-school sponsored student publications should be subjected to locally determined procedures for distribution on school premises.

7. The activities of students other than at school functions carried on entirely outside of normal hours and off school premises, should not be the responsibility of the school and no student should be penalized because of such outside activities.
8. Students should be allowed the use of school facilities for school sponsored extracurricular activities and should be encouraged for participation in these, including clubs, recreational events, and other such related activities. These activities must be scheduled in keeping with normal school board policy and provide for supervision according to school rules.
9. Students have a right to an education and to the equality of educational opportunity. Disciplinary measures that deprive him/her of this right should be utilized only in extreme cases. Disciplinary actions of administrators and teachers should be fair and consistent in all cases and resorted to only when the student, by his/her conduct, reveals his/her inability to recognize the rights of others.
10. Schools should establish a clearly defined procedure for the consideration of student problems and the processing of student complaints.

## DISCIPLINE MATRIX

**Category 1:** Offenses on which the principal is REQUIRED to recommend EXPULSION, without exception (Education Code 48915 c) and if the offense occurred at school or at a school activity. If the following acts occurred to or from school or during school hours then it is a category 2 or 3.

Offense	First Offense	Second Offense	Third Offense
1. Possessing/selling/ furnishing a firearm at school or at a school activity.	5 day suspension. Police report. Expulsion Recommendation		
2. Brandishing a knife at another student.	5 day suspension. Police report. Expulsion Recommendation		
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code.	5 day suspension. Police report. Expulsion Recommendation		
4. Committing/attempting to commit a sexual assault/battery as defined in EC 48900(n).	5 day suspension. Police report. Expulsion Recommendation		
5. Possessing any explosive device.	5 day suspension. Police report. Expulsion Recommendation.		

**Category 2:** Offences on which the Principal is REQUIRED to recommend EXPULSION, unless Principal makes an exception (Education Code 48915a)

Offense	First Offense	Second Offense	Third Offense
1. Caused <b>serious</b> physical injury to another person, except in self defense.	5 day suspension. Police report. Possible Expulsion Recommendation		
2. Possessed any knife or other dangerous object of no reasonable use to the student.	5 day suspension. Police report. Possible Expulsion Recommendation		
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code except for the first offense for the possession of not more than one avoirdupois(measurement) ounce of marijuana, other than concentrated cannabis.	5 day suspension. Police report. Possible Expulsion Recommendation		
4. Robbery or extortion.	5 day suspension. Police report. Possible Expulsion Recommendation		
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code upon any school employee.	5 day suspension. Police report. Possible Expulsion Recommendation		

Category 3: Offenses which may result in a recommendation by the Principal for expulsion (Education Code 48900.2, 48900.3, 48900.4, 48900.7)

**Administrator has latitude to impose greater penalty based upon individual circumstances.**

Offense	First Offense	Second Offense	Third Offense
Committed sexual harassment as defined by EC 212.5.	1-3 day on or off campus suspension. Possible referral to Counseling	3-5 day suspension Possible involuntary transfer recommendation	5 day suspension Expulsion recommendation
Caused/attempted to cause/threatened to cause or participated in an act of hate violence as defined by EC 67380.	3-5 day suspension Possible involuntary transfer	5 day suspension Involuntary transfer recommendation Police notification	5 day suspension Expulsion recommendation
Engaged in harassment/threats/intimidation against student(s)	3-5 day suspension Possible involuntary transfer	5 day suspension Involuntary transfer recommendation	5 day suspension Expulsion recommendation

which disrupted classwork, created substantial disorder, invaded rights of student(s) by creating an intimidating or hostile environment.			
Made terrorist threats against school officials or school property, or both.	5 day suspension Police Report Expulsion recommendation		
Battery on a person who is engaged in a physical altercation with another person (e.g. jumping in a fight)	5 days suspension Involuntary transfer recommendation	5 day suspension Expulsion recommendation	

Category 4: Offense on which a student can be suspended, transferred to the district alternative/continuation school, or occur revocation of inter-district permit on the first occurrence of offense (EC 48900a-o) Other disciplinary action may be taken such as community service in lieu of detention or on campus suspension.

**Administrator has latitude to impose greater penalty based upon individual circumstances.**

Offense	First Offense	Second Offense	Third Offense
a.(1) Caused, attempted to cause, or threatened to cause physical injury to another person (Assault)(Mutual Combat)	3 day suspension	3-5 day suspension Possible involuntary transfer	5 day suspension Possible expulsion recommendation
a.(2) Willfully used force or violence upon the person of another, except in self-defense. (Battery)	3 day suspension	3-5 day suspension Possible involuntary transfer	5 day suspension Possible expulsion recommendation
b. Possessed/sold/furnished any firearm/knife/explosive/dangerous object. (Does not meet EC 48915 criteria)	1-3 day on or off campus suspension Police report	3-5 day suspension Police report Possible involuntary transfer recommendation	5 day suspension Police report Possible expulsion recommendation
c. Possessed/used/sold/furnished or been under influence of any controlled substance/alcoholic beverage/intoxicant. (does not meet EC 48915 criteria)	3-5 day suspension Police report possible Involuntary Transfer recommendation	5 day suspension Police report Involuntary transfer recommendation	5 day suspension Police report Expulsion recommendation
d offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (does not meet EC 48915 criteria)	5 day suspension Police report Possible involuntary transfer	5 day suspension Police report Expulsion recommendation	
e. Committed or attempted to commit robbery or extortion.	3-5 day off campus suspension Police report	5 day suspension Police report Involuntary transfer recommendation	5 day suspension Police report Expulsion recommendation
f. Caused/attempted to cause damage to school/private	3-5 day on or off campus suspension	5 day suspension Police report	5 day suspension Police report

property.	Police report	Involuntary transfer recommendation	Expulsion recommendation
g. Stole/attempted to steal school/private property.	3-5 day on or off campus suspension Police report	5 day suspension Police report Involuntary transfer recommendation	5 day suspension Police report Expulsion recommendation
h. Possessed/used tobacco/other nicotine product.	Warning Discretion of site administrator	1-3 day on or off campus suspension Possible referral to counseling	3-5 day suspension Police citation
i.(1) Committed obscene act or engaged in habitual profanity/vulgarity. (Non-directed)	Warning Discretion of site administrator	1-3 day on or off campus suspension	3-5 day suspension Possible involuntary transfer
i.(2) Committed obscene act or engaged in habitual profanity/vulgarity. (Directed-Student)	1-3 day suspension	3-5 day suspension	5 day suspension Involuntary transfer recommendation
j. Unlawfully possessed/offered/arranged/negotiated to sell any drug paraphernalia.	1-3 day on or off campus suspension Police notification	2-3 day on or off campus suspension Police report	5 day suspension Police report Involuntary transfer recommendation
k. Disrupted school activities/defied valid authority.	Discretion of site administrator	1-3 day on or off campus suspension	3-5 day on or off campus suspension
l. Knowingly received stolen school property or private property.	3-5 day suspension Police report	5 day suspension Police report Involuntary transfer recommendation	5 day suspension Police report Expulsion recommendation
m. Possessed an imitation firearm.	1-3 day suspension Police report	5 day suspension Police report Involuntary transfer/Expulsion recommendation	

n. Committed/attempted to commit a sexual assault as defined in Penal Code 261, 266C, 288, 288a or 289 or committed a sexual battery as defined by Penal Code 243.4.(does not meet EC 48915 criteria)	5 day suspension Police report Expulsion recommendation		
o. Harassed, threatened or intimidated a student to prevent/retaliate for being a witness in a school disciplinary hearing.	5 day suspension Involuntary transfer recommendation		
p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug SOMA.	5 day suspension Police report Possible involuntary transfer	5 day suspension Police report Expulsion recommendation	
q. Engaged in, or attempted to engage in, hazing.	1-3 days off campus suspension	3-5 days off campus suspension	5 day suspension Possible involuntary transfer
r. Engaged in the act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel.	1-3 days off campus suspension	3-5 days off campus suspension	5 day suspension Possible involuntary transfer
t. Aid or abet the infliction or attempted infliction of physical injury	1-3 days off campus pension	3-5 days off campus suspension	5 day suspension Possible involuntary transfer

Category 5: Offenses which are not usually punishable by a school suspension on the first offense. Second and Third offenses are 48900k violations. Other disciplinary actions may be taken, such as community service, in lieu of detention and/or on-campus suspensions. Parents will be notified after each offense.

**Administrator has latitude to impose greater penalty based upon individual circumstances.**

Offense	First Offense	Second Offense	Third Offense
Verbal Provocation	Warning Possible non-harassment contract	1 day on campus suspension	2-3 day off campus suspension
Forgery or Falsification of school/parent documents	Warning	1 day on-campus suspension	2-3 day off campus suspension
Use of pager, cell phone, listening/recording device, electronic device during instructional time	Confiscate Return to student at end of day	Detention Confiscate Parent pick-up	1 day on-campus suspension Confiscate Future violations will result in 1-5 days suspension.
Bicycles/skateboards ridden on campus	Warning and confiscation of item for rest of day.	Detention, parent picks up item	1 day on-campus suspension, item banned from use.
Dress code violation	Warning and/or sent home to change	Detention. Sent home to change.	1-2 day suspension. Sent home to change
Gambling for profit or gain	Warning	1-2 day on-campus suspension	3-5 day on-campus suspension
Display of gang related or affiliated symbols	Warning, Confiscate Parent conference Possible police notification	1-3 day off campus suspension Possible police notification	5 day off campus suspension Police report Possible involuntary transfer
Cheating	Parent/teacher contact Teacher detention Zero on assignment	1 day class on-campus suspension Parent/teacher contact Zero on assignment	2-3 day suspension Zero on assignment Parent Contact (Fourth Offense - WF)
I.D. card failure to wear, carry, or present upon request	Warning	Detention	Detention Future violations may result in 1-5 days suspension
Off campus/Out of bounds area	1 day on-campus suspension	2-3 days on-campus suspension	3-5 days on-campus suspension
Unsafe behavior-running, throwing objects, horseplay, spitting	Warning Detention	1 day on-campus suspension	2-3 day suspension
Displaying inappropriate affection	Warning	Detention	1 day on-campus suspension
Harassment (does not meet EC 48900.3 criteria)	Warning Possible non-harassment contract	1-3 days on or off campus suspension Possible non-harassment contract	3-5 days off campus suspension Possible involuntary transfer

## DRESS CODE POLICY

Policy No.     **AR5132**

Revised

11-16-05

**In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with district policy and regulations. These school dress codes shall be regularly reviewed.**

The following guidelines shall apply to all regular school activities:

1. All clothing shall be within the bounds of decency and good taste.
2. Students shall practice acceptable hygiene.
3. Altered t-shirts that expose the chest, tank tops with extended armholes are prohibited.
4. Shirts and shoes are required at all times. No bare midriffs or bare backs, no low cut or revealing tops are allowed. No "off-the-shoulder" garments are to be worn. Garments, including pants, shall be sufficient to conceal underclothes. No underclothing should be worn as outer clothing. No short-shorts/skirts.
5. Inappropriate lettering, printing, message patches or messages on skin, clothing, jewelry, or backpacks are prohibited. These include any references to drugs, alcohol, sex, tobacco, racial slurs, profanity, swastikas, confederate flag, or any disparaging remarks. Exception to rule, religious or medical reason. (Administration approval needed)
6. Hats, hoods, do-rags, scarf's, and beanie's, are not to be worn in classrooms/instructional areas.
7. Wearing of any gang symbols, such as handkerchiefs, suspenders, belts, shoestrings, shoes, jewelry, jackets, backpacks socks, hats, tattoo's or devices associated with group intimidation or gang affiliation is strictly prohibited.
8. **Long pocket/wallet chains are prohibited.**
9. Students must follow the correct dress code attire for Physical Education which includes regulation tee shirt and shorts, appropriate shoes and prohibits the wearing of any jewelry.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

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.

### Gang-Related Apparel

Because gang related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Additional Guidelines in-line with all High Schools within the LUHSD are as follows:

## HHS Dress Code Guidelines

1. **Hats** – hats may be worn outside only. No red or blue “off color” (i.e., cannot have an Oakland A’s hat that is red). Jacket hoods may not be worn in the classroom.
  - ☐ Justification – removal of hats indoors enhances the educational environment and portrays an element of respect. “Off color” can be associated with a gang affiliation which can be a disruption to school and a safety concern
2. **Bandanas** – no bandanas of any color may be worn on any part of the body. They cannot be hanging out of a pocket or wrapped around clothes.
  - ☐ Justification – Bandanas of any color can be associated with gang affiliation which can be a disruption to school and a safety concern
3. **Scarves** - scarves may be worn on the head. They may not cover the entire head and they must be of a silk-type material to distinguish them from bandanas. Solid color red or blue is not allowed.
  - ☐ Justification – Scarves can serve as a method of hair control and have not, at this time, been associated with gang affiliation.
4. **Wave-caps/Doo-Rags** – Predominantly red or blue are not to be worn at school. Other colors are permissible outdoors only and must be removed indoors.
  - ☐ Justification – Wave-Caps and Doo-Rags of red or blue color can be associated with gang affiliation. Head coverings should be removed indoors as a sign of respect for the learning environment.
5. **Headbands** – Predominantly red or blue headbands are not allowed. Other colors are permissible.
  - ☐ Justification – Red and blue colors can be associated with gang affiliation. Headbands do not cover the head and may be worn indoors.
6. **Colored Clothes** – Clothes that are predominantly red or blue (i.e., shoes, shirt, hat) are not permitted if the student has a past discipline record involving gang or suspected gang activity, or if the student associates with other students that wear similar colored clothing. In extreme cases, the student will not be allowed to wear the color at all. Any group of students that all wear the same colored clothing on a regular basis may be required to stop if their activity becomes disruptive.
  - ☐ Justification – These items can be associated with gang affiliation
7. **Shorts/Skirt Length** – Skirts must be as long as the fingertips when the student’s arms are at their side. Shorts must be as long as the knuckles.
8. **Footwear** – Bedroom slippers are not allowed. Flip-flops are OK.
9. **Revealing clothing** – Clothes that show too much skin based on discretion of the administrator are not allowed. This could be low-cut blouses, torn jeans, etc.
10. **Jewelry** – jewelry cannot be disruptive to the learning environment. Teeth grills are not allowed.

## DRUGS, TOBACCO, ALCOHOL

Policy No. **BP5131.6**

Revised

2/23/94

The use of tobacco, alcohol, and other drugs may adversely affect a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. Therefore, the Governing Board shall establish policies to keep district schools free of tobacco, alcohol, and other drugs.

The Board charges district staff to make every effort to reduce the chances that students will begin or continue the use of tobacco, alcohol, and other drugs. Alcohol, like other controlled substances, is illegal for use by minors. The Superintendent or designee shall develop a comprehensive prevention program that includes instruction, intervention, recovering student support and enforcement/discipline. The Superintendent or designee shall clearly communicate to students, staff, and parents/guardians all Board policies, regulations, procedures, and school rules related to this prevention program. Special efforts shall be made to ensure that these materials are understood by parents/guardians and students of limited literacy or limited English proficiency.

To obtain the widest possible input and support for district policies and programs, the Superintendent or designee shall appoint a district-wide school-community advisory committee to make recommendations to administration related to the prevention of tobacco, alcohol, and other drug abuse.

### **Drugs and Alcohol**

It shall be the policy of the Liberty Union High School District to take positive action through education, prevention, intervention, counseling, parental involvement, medical referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of behavior affecting substances and drug paraphernalia. These substances shall include but not be limited to marijuana, LSD, glue, alcohol, and barbiturates.

Students involved in the possession, sale, and/or use of behavior affecting substances as stated above shall be subject to disciplinary procedures which may result in suspension or expulsion.

School properties may be inspected by school authorities in the interest of maintenance, health, and safety. Inspections for the locations of drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable purposes of inspection by school personnel; so long as such inspections are conducted in accordance with constitutional requirements of applicable state law relating to searches and seizures.

### **Tobacco**

It shall be the policy of the Liberty Union High School District that students are not allowed to smoke, to possess, or to use any tobacco or any product containing tobacco or nicotine products. This prohibition includes clove cigarettes, smokeless tobacco, snuff, chew, and betel.

Students are not allowed to use or to possess said products on school property, or during school sponsored activities, or while under the supervision and control of district employees.

Students who violate this policy shall be subject to disciplinary procedures and may be subject to suspension or expulsion.



Students shall receive instruction by appropriately trained instructors on drug education and the effects of tobacco, alcohol, and other drugs including dangerous drugs defined by health and safety Code 10032. Parent education and/or opportunities for school involvement shall be offered at all schools.

The District shall determine that drug education instructors are appropriately trained, having demonstrated that they possess:

1. The ability to interact with students in a positive way.
2. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus.
3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their value as they affect drug-use decisions.

In grades 9 through 12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by Education 51220.

Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level. All instruction and related materials shall stress the concept of "no unlawful use" of tobacco, alcohol, or other drugs.

The district drug education program shall consider incorporation of county drug education services into district programs as appropriate and/or needed.

#### Drugs and Alcohol

#### Enforcement/Discipline of Violations

The principal or designee shall notify the appropriate law enforcement authority of any student act which may involve possession, sale of narcotics or a controlled substance, or pretense, thereof. The principal or designee also may, before the student's suspension or expulsion, notify authorities of acts involving the possession, use of sale of alcohol or an intoxicant of any kind. The principal or designee incurs no liability as a result of this report unless a false report is made and was known to be false or was made with reckless disregard for truth or falsity. Vehicle Code 12302.5 known to be false or was made with reckless disregard for truth or falsity. Vehicle Code 12302.5 mandates a one-year suspension or delay of driving privileges for persons aged 13 to 21 who are convicted of using or selling alcohol or other illegal drugs. Violations of this policy can only be convicted of using or selling alcohol or other illegal drugs. Violations of this policy can only be accumulated over one school year. Disciplinary action will be applied across school years.

#### Pretense, Possession, or Use of Alcohol and/or Illegal Drugs - First Violation

When any student uses, possesses or pretend to use/possess illegal drugs at school or while under school jurisdiction, the following shall result:

1. Parent/guardian contact
2. Contact law enforcement authority
3. Five day suspension with the possibility of reduction to three days with parental involvement in the student's drug/alcohol abuse assessment.
4. Restriction from extracurricular school activities during period of suspension.
5. Referral to on-campus substance use/abuse support group.

In addition the following action may be taken:

1. Parental involvement in student's drug/alcohol abuse assessment by a state licensed agency. A suggested list of agencies/services will be provided by the district to the student/parent.
2. Recommendation for expulsion.
3. Referral to an appropriate community counseling program with the expectation that at least one counseling session will be held during the time of suspension.

#### Selling or Providing Alcohol, Drugs, or Drug Imitation Substances

When a student sells or provides alcohol, other drugs, drug imitation substances, or drug paraphernalia at school or while under school jurisdiction, the following shall result:

1. Parent/guardian contact.
2. Suspension with recommendation of expulsion.
3. Law enforcement contact.

Staff shall notify the principal or designee immediately upon suspecting a student is selling or providing alcohol, other drugs, drug imitation substances, or drug paraphernalia. The principal or designee may notify law enforcement prior to confronting or searching the student.

A search for drugs may be made in accordance with the provisions of law, Board policy, and administrative regulations.

When there is good evidence that a student has actually sold or provided alcohol, other drugs, drug imitation substances, or drug paraphernalia on or about the school premises or at school-sponsored functions, law enforcement must be notified. Law enforcement authorities will make the legal determination whether they or the school will notify the parent/guardian.

#### Beepers

Because electronic signaling devices (beepers) may be used to facilitate illegal drug transactions, the possession or use of such devices by students is prohibited on school premises, at all school-sponsored activities, and at any time while students are under the supervision and control of district employees. An exception shall be made only when the principal or designee has determined that the beeper is essential for health purposes. Any beeper so allowed shall be used only for health purposes. (Education Code 48901.5)

The Governing Board shall provide information and/or instruction regarding the effects of smoking on the human body and shall take steps to discourage students from making it a practice to smoke.

## **GANGS**

Policy No.     **AR 5136**

Effective       4/1/96

In accordance with Governing Board policy, individual schools that have a gang presence may, in their safety plans, include school wide dress codes which prohibit the presence of gang-related apparel at school or school activities. School wide dress codes shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Staff will use the following techniques and procedures to discourage the influence of gangs:

1.     Upon a first offense, when a student causes, attempts to cause or threatens to cause physical injury to another student as a part of any group or gang activity, the following shall result:
  - a.     Parent/guardian contact
  - b.     A five (5) day suspension and possible recommendation for expulsion.
2.     Upon second offense, when a student causes, attempts to cause or threatens to cause physical injury to another student as a part of any group or gang activity, the following shall result:
  - a.     Parent/guardian contact
  - b.     A five (5) day suspension
  - c.     Recommendation for an expulsion for a minimum period of the balance of the semester in which the violation occurred plus on additional semester.
  - d.     Refer to BP and AR 5114.1 Suspension and Expulsion.
  - e.     A recommendation for an extension of the suspension to the expulsion hearing date.
3.     Upon a first offense, when a student causes, attempts to cause, or threatens to cause physical injury to classified or certificated staff member as part of any group or gang activity, the following shall result:
  - a.     Parent/guardian contact.
  - b.     A five (5) day suspension
  - c.     Recommendation for an expulsion for a minimum period of the balance of the semester in which the violation occurred plus on additional semester.
  - d.     Refer to BP and Ar 5114.1 Suspension and Expulsion.
  - e.     Contact with law enforcement agency.
4.     Upon a first offense, when a student wards or carries any apparel, jewelry, accessory, notebook, or makes gestures that symbolize gang membership, the following shall result:
  - a.     Referral to the principal or designee
  - b.     Student sent home to change clothes or provided with alternative clothing.
  - c.     Confiscation of gang related jewelry, accessory, notebook, etc.
  - d.     Parent/guardian contact.
5.     A second offense will result in the following:
  - a.     Parent/guardian conference.
  - b.     One to five day suspension.
6.     A third offense will result in the following:
  - a.     Parent/guardian contact

- b. A minimum five day suspension
  - c. Contact with law enforcement agency.
7. A fourth and subsequent offenses will result in the following:
- a. Parent/guardian contact.
  - b. A minimum five day suspension and recommendation for expulsion.
  - c. Contact with law enforcement agency.
8. Any gang graffiti on school premises shall be removed, washed down or painted over as soon as discovered.
- a. Daily checks for graffiti shall be made throughout the campus, including restroom walls and doors.
  - b. Graffiti shall be photographed before it is removed. These photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.
9. Classroom and after-school programs at each school shall be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of positive activities.
10. Staff shall actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging.
11. Each school within the District shall develop an action plan that includes, but is not limited to the following.
- a. Inservice for all staff on signs and symptoms of gang activity.
  - b. Techniques and procedures to discourage the influence of gangs.
  - c. campus safety and supervision.
  - d. Gang prevention education
  - e. Outreach program for students identified as gang-orientated students as well as actual members of existing gangs.
  - f. parent support program.

#### Gang Prevention Education

- 1. Explain the dangers of gang membership
- 2. Include lessons or role-playing workshops in nonviolent conflict resolution and gang avoidance skills.
- 3. Promote constructive activities available in the community.
- 4. Involve students in structured, goal-oriented community service projects.
- 5. Encourage positive school behavior.

Gang prevention lessons may be taught jointly by teachers and law enforcement staff.

#### Community Outreach

Gang prevention classes or counseling offered for parent/guardians shall address the following topics:

- 1. The dangers of local gang apparel and graffiti
- 3. Ways to deal effectively with one's children

4. Warning signs which may indicate that children are at risk of becoming involved with gangs.
5. Resources available for them for further assistance.

Community programs offered for staff, parents/guardians, churches, officials, business leaders and the media shall address:

1. The scope and nature of local gang problems
2. Ways that each segment of the community can help to alleviate these problems.

#### Intervention Measures

Staff shall make every effort to assimilate gang-oriented students into the academic, extra-curricular and social mainstream and into work experience programs. To this end:

1. Staff members shall be provided with updated information regarding gang/group activities which advocate drug use, violence, or disruptive behavior.
2. Classroom teachers shall refer individual gang-oriented students for individual and/or group counseling.
3. Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations.

## HATE MOTIVATED BEHAVIOR

Policy No. **BP5145.9**

Effective

10/25/00

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 true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

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.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

At the beginning of each school year, students and staff shall receive information about the district's policy on hate-motivated behavior.

## INFECTIOUS DISEASES

Policy No. **AR 5141.22**

Effective 1997

In determining whether to exclude a child with a suspected or diagnosed infectious disease, the Superintendent or designee shall consult the child's parent/guardian and the student's physician and/or the County Health Department, as required by law. The Superintendent or designee also may refer to the State Department of Health Services document Control of Communicable Disease in California for assistance in this determination.

### **Confidentiality**

The Superintendent or designee shall ensure that student confidentiality rights are strictly observed in accordance with law. No district employee shall release medical information, including knowledge of a bloodborne pathogen infection, without written consent from the parent/guardian. Such information may be shared only with those persons specifically named in the written permission.

### **Review Team**

The parent/guardian of a student with HIV/AIDS may ask the Superintendent or designee to convene a review panel to make recommendations regarding appropriate programs and services. This panel may be an IEP team or a Section 504 review team. Panel participants should be determined in accordance with applicable law.

The parent/guardian of a student with HIV/AIDS may ask the Superintendent or designee to convene a review panel to make recommendations regarding appropriate programs and services. The parent/guardian must provide written permission for the disclosure of confidential information to each review panel member.

## NON-DISCRIMINATION AND HARASSMENT

Policy No. **BP 5145.3**

Effective 5-02

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

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The schools shall provide male and female students with separate shower rooms. 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.

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

The Board hereby designates the following position(s) as Coordinator(s) for Nondiscrimination:

Director of Administrative Services  
Liberty Union High School District  
20 Oak Street, Brentwood, CA 94513  
(925) 634-2166 x-2028

Any student who feels that he/she is being harassed should immediately contact either the nondiscrimination coordinator or the principal or designee. If a situation involving harassment is not remedied by the nondiscrimination coordinator, principal or designee, a complaint may be filed with the Superintendent or designee who shall determine which complaint procedure is appropriate.

## QUESTIONING AND APPREHENSION

Policy No. **BP5145.11**

Effective 2/5/86

Principals or other school officials shall be authorized by the Governing Board to release minor students into the custody of a peace officer upon presentation of a court order or warrant for the student's arrest or to remove a student from the school premises if a peace officer or school administrator has reason to believe that the student has violated the law. Immediate steps shall be taken to notify the parent/guardian or responsible relative of the student's release and the place to which the student is reportedly being taken.

In those instances where a student is suspected of being a victim of child abuse and is being removed from the school premises, the principal or other designated school official must give the telephone number and address of the student's parent/guardian to the peace officer. The peace officer then has the responsibility of immediately notifying the parent/guardian.

A record of the removal of any student from school shall be made by the principal or other designated school official. The record shall include data on the student, date and time of arrest, the peace officer's name, badge number and official capacity, and the legal category under which the arrest or taking into custody was made.

Legal Reference: Education Code 48264 Arrest or temporary custody of truants; 48265 Delivery of truant to person having control of minor, or to school; 48906 Release of minor pupil to peace officers.

## SEARCH AND SEIZURE

Policy No. **BP 5145.12**

Revised

10/23/02

### **Search And Seizure**

As necessary to protect the health, safety and welfare of students and staff, school officials may search students, their property and/or district property under their control, and may seize illegal, unsafe and prohibited items. The Governing Board requires that discretion, good judgment and common sense be exercised in all cases of search and seizure.

### **Individual Searches**

School officials may search individual students, their property and district property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school.

**The decision to search shall be made by the principal or designee.**

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

(cf. 5145.11 - Questioning and Apprehension)

### **Student Lockers/Desks**

Because lockers and desks are under the joint control of the student and the district, school officials shall have the right and ability to open and inspect any school locker or desk without student permission or prior notice when they have reasonable suspicion that the search will uncover evidence of illegal possessions or activities or when odors, smoke, fire and/or other threats to health, welfare or safety emanate from the locker or desk. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

35294-35294.9 School safety plans

49050-49051 Searches by school employees

49330-49334 Injurious objects

Policy No. **AR 5145.12**

Effective

10-23-02

### **Individual Searches**

Searches of individual students shall be conducted in the presence of at least two district employees.

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

### **Notifications**

At the beginning of each school year and whenever students are assigned lockers, desks or other district property, the Superintendent or designee shall inform students and parents/guardians of the possibility of searches of students, their belongings and district properties under their control.



## SEXUAL HARASSMENT

Policy No. **BP 5145.7**

Revised

11-14-01

The Governing Board is committed to maintaining a school environment that is free from harassment. The Board prohibits sexual harassment of any student by another student, an employee, or other person at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.

The Superintendent or designee shall ensure that students receive information related to sexual harassment. Students shall be assured that they need not endure any form of sexual conduct or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school. They shall be informed that they should immediately contact the principal or designee if they feel they are being harassed.

Any student who engages in the sexual harassment of anyone at school or a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 9 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account. Such circumstances shall include but are not limited to:

1. Age and maturity of the victim and the perpetrator
2. Pervasiveness of the alleged harassing conduct (i.e., how many times the act(s) occurred, how many individuals were involved, etc.)
3. Prior complaints against the perpetrator

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

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

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal

complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.

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

Information gathered in the course of investigating a sexual harassment complaint shall be kept confidential to the extent possible.

Policy No. **AR 5145.7**

Revised 11-14-01

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:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile or offensive educational 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.

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

1. Unwelcome sexual flirtations or propositions
2. Sexual slurs, leering, 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 cornering or blocking normal movements
9. Limiting a student's access to educational tools
10. Displaying sexually suggestive objects.

### **Notifications**

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year.
2. Be displayed in a prominent location near each school principal's office.
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session.
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct.
5. Be provided to employees and employee organizations.

### **Investigation of Complaints at School (Site-Level Grievance Procedure)**

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
  - a. The student who is complaining
  - b. The person accused of harassment
  - c. Anyone who saw the harassment take place
  - d. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
  - a. The Superintendent or designee
  - b. The parent/guardian of the student who complained
  - c. The parent/guardian of the person accused of harassing someone
  - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
  - e. Child protective agencies responsible for investigating child abuse reports
  - f. Legal counsel for the district
4. When the student who complained and the person accused of harassment so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
5. The principal or designee shall tell the student who complained that he/she has the right to file a formal complaint at any time in accordance with the district's uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this.
6. In reaching a decision about the complaint, the principal or designee may take into account:
  - a. Statements made by the persons identified above
  - b. The details and consistency of each person's account
  - c. Evidence of how the complaining student reacted to the incident
  - d. Evidence of past instances of harassment by the accused person
  - e. Evidence of past harassment complaints that were found to be untrue
7. To judge the severity of the harassment, the principal or designee may take into consideration:
  - a. How the misconduct affected one or more students' education
  - b. The type, frequency and duration of the misconduct
  - c. The number of persons involved
  - d. The age and sex of the person accused of harassment
  - e. The subject(s) of harassment
  - f. The place and situation where the incident occurred
  - g. Other incidents at the school, including incidents of harassment that were not related to sex
8. The principal or designee shall report his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
9. The principal or designee shall give the Superintendent or designee a report of the complaint and investigation. If he/she verifies that sexual harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment.

10. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

### **Enforcement**

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

1. Removing vulgar or offending graffiti
2. Providing staff in-service and student instruction or counseling
3. Notifying parents/guardians
4. Notifying child protective services
5. **Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.**

## **STUDENT WELFARE**

Policy No. **BP5140**

Effective 2/5/86

All students shall comply with the regulations of Liberty Union High School District, pursue the required course of study, and submit to the authority of the teachers and administrators of the school. (Education Code 48908)

The Governing Board, as authorized by Education Code 44805.5, establishes a "closed campus" in the interest of student safety and supervision. Once students arrive on the school grounds they must remain on campus until the end of the school day except with proper authorization. Students who leave campus without proper written authorization of their parents/ guardians and permission of school authorities shall be classified as truant and subject to disciplinary action.

Students shall be under the supervision of the school authorities from the time they arrive on the school premises until they leave the school premises. When students are provided transportation to and from the school premises by the school district, they shall be under the supervision of school authorities from the time they board the school bus until the time they leave the school bus. Students shall also be under the school's supervision at all school sponsored functions such as athletic contests, class parties, and school clubs. (cf. 5142-Safety)

The Governing Board shares the concern with parents/guardians for the safety, health and welfare of students while they attend the schools of the district or participate in school sponsored activities. The Board requires that parents/guardians furnish the schools with current information specified below to be used for notification purposes in case

1. Home address and telephone number
2. Parent/guardian business address and telephone number

3. Name, address, and telephone number of a relative or friend who is authorized by the parent/guardian to care for the student in cases of emergency where the parent/guardian cannot be reached.
4. Local physician to call in case of emergency.

## **SUSPENSIONS AND EXPULSIONS**

Policy No. **BP 5144.1**

Revised

8/14/02

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.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

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)

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 usually 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.

The removal of potentially dangerous students from the classroom is a top priority. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

### **Student Due Process**

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

### **On Campus Suspension Program**

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

The Superintendent or designee shall establish a supervised 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; community service; 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.

Policy No. **AR 5144**

Effective 2/28/01

## **Discipline**

### **Site-Level Rules**

Rules for student discipline shall be developed at each school site. In developing these rules, each school shall solicit the participation, views and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. Students enrolled in the school

The final version of the rules shall be adopted by a panel comprised of the principal or designee and a representative selected by classroom teachers employed at the school. The rules shall be consistent with law, Governing Board policy and district regulations. Each school shall file a copy of the rules with the Superintendent or designee and Board. (Education Code 35291.5)

These rules shall be revised as necessary and shall undergo the site-level review and adoption process at least every four years. (Education Code 35291.5)

Disciplinary strategies provided in Board policy, regulation and law may be used in developing site-level rules. These strategies include but are not limited to:

1. Referral of the student for advice and counseling
2. Discussion or conference with parents/guardians
3. Detention during and after school hours
4. Community service
5. Reassignment to an alternative educational environment
6. Removal from the class in accordance with Board policy, administrative regulation and law
7. Suspension and expulsion

## **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property. (Education Code 49001)

## **Detention After School**

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention

at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee speaks to the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

### **Alternative Disciplinary Service**

Except when suspension or expulsion is required by law, the Superintendent, principal or principal's designee, at his/her discretion, may require a student to perform alternative disciplinary service on school grounds during nonschool hours instead of imposing other disciplinary action. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs. (Education Code 48900.6)

### **Notice to Parents/Guardians and Students**

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291)

In addition, at the beginning of each school year, the principal or designee shall notify students and parents/guardians, in writing, regarding school rules related to discipline. Transfer students and their parents/guardians shall receive such notice upon enrollment. (Education Code 35291.5)

## **WEAPONS AND DANGEROUS INSTRUMENTS**

Policy No. **BP 5131.7**

Revised 11/13/96

The Governing Board desires students and staff to be free from the fear and danger presented by firearms and other weapons. The Board therefore prohibits students from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activity away from school.

Under the power granted to the Board to maintain order and discipline in the schools and to protect the safety of students, staff and the public, any school employee is authorized confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with law, Board policy and administrative regulations.

The principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon. (20 U.S.C. 8922, Education Code 48902, Penal Code 245, 626.9, 626.10)

### **Possession of Pepper Spray**

The Board recognizes that students age 16 or older may legally possess tear gas or tear gas weapons such as pepper spray for the purpose of self-defense. However, to prevent potential misuse that may harm students or staff, students are prohibited from carrying such items on campus or at school activities.

### **Zero Tolerance**

State and federal law requires the Superintendent or designee to immediately suspend and recommend for expulsion any student who brings a firearm to school. Unless the Superintendent or designee finds that the particular circumstances of a case indicate the expulsion is inappropriate, the district shall take similar action when students knowingly bring any other weapons to school or participate in any fighting that inflicts serious bodily injury on another person. In addition to a suspension and possible expulsion, these students shall be reported to law enforcement authorities for prosecution of Penal Code violations.

Policy No. **AR 5131.7**

Revised

11-13-96

Weapons and dangerous instruments include, but are not limited to:

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Knives: any dirks, daggers or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 3 ½ inches, folding knives with a blade that locks into place, and razors with an unguarded blade (Education Code 48915)
3. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
4. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure or spring action, or any spot marker gun (Penal Code 626.10)
5. Any other dangerous device, instrument, or weapon, (e.g. chains) especially those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
6. Any imitation firearm, defined as 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)

If an employee knows that a student possesses any of the above devices, he/she shall do one of the following:

1. Confiscate the weapon and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

The principal shall report any possession of a weapon or dangerous instrument, including imitation firearms, to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The principal shall take disciplinary action which he/she determines proper in accordance with Board policies and regulations.



# EMERGENCY PROCEDURES

# **LIBERTY UNION HIGH SCHOOL DISTRICT**

## **DISTRICT/SITE STAFF RESPONSIBILITY**

### **INTRODUCTION**

#### **Goals:**

The goal of the Heritage High School Emergency and Safety Plan is to prepare and train district employees and students to respond properly in emergency situations and to help maintain a safe and orderly school environment. This plan hopefully will provide a foundation to minimize injury and loss of life. Protection of students, employees, and facilities is of primary importance.

#### **Booklet:**

The information contained in this booklet is designed to provide instructions in the event a disaster strikes this area. The basic plan of action outlines responsibilities necessary to safeguard students before, during, and after an emergency.

#### **Employee: Disaster Service Worker**

The District will not release students in an unsafe situation. All public employees are designated as Disaster Service Workers and subject to service as may be assigned to them by their superiors or by law (Gov. Code, Chapter 8, and Section 3100). Should a disaster strike during school hours, no employee will leave his/her assignment under any circumstances unless officially released by the Superintendent or his designee. In the event of a catastrophic emergency, district employees will remain with students until parents or guardians can pick them up. If parents are prevented from reaching the schools, the District will provide care and shelter until students and parents can be united. Heritage High School will remain open indefinitely until every child has been released or transported to an emergency center for proper care and shelter.

#### **Knowledge Of:**

Each staff member needs to be thoroughly familiar with the contents of this emergency action guide, and students should be instructed in the procedures outlined for emergency action so that they will be prepared to react quickly to instructions given to them in times of emergency.

## **GENERAL INSTRUCTIONS**

- A. This plan is designed to prepare all staff for the impact of a major disaster or emergency affecting Heritage High School. These guidelines are general in nature. They include a quick reference emergency action guide and a list of emergency phone numbers.
- B. MASS PANIC is one of the greatest dangers. Staff members should remember that in times of stress they must remain calm, evaluate the situation, and take action based on the best information available.
- C. A well-prepared and tested plan for prompt and positive protective actions will minimize injuries and loss of life in a major disaster. Therefore, all staff members must be thoroughly familiar with the contents of this plan.
- D. In the absence of orders from your supervisor or designee, each staff member is authorized and directed to implement the actions contained in this plan. Further, each staff member should take such other action as may be necessary to save lives and mitigate the effects of the disaster.
- E. All recommendations for changes, additions, or deletions of this plan should be forwarded to the administration.
- F. Preliminary preparation is as important as knowing survival techniques. Preparation and understanding will help to eliminate many casualty-causing problems. Knowing where to go, what to do, and what not to do will help to control a major enemy--PANIC.

## **HOUSEKEEPING**

Good housekeeping practices are an essential part of disaster preparedness and can effectively minimize the effects of a disaster. Poor housekeeping practices can severely compound problems.

1. All heavy objects should be firmly attached to walls.
2. High bookshelves should be secured to the wall.
3. Hazardous substances are to be stored in the manners prescribed by law.
4. Hallways, exits, fire escapes, electric panels and doorways must be properly accessible and free from any form of blockage.
5. No heavy or sharp objects are to be stored on top of high shelves.

All discrepancies should be noted and corrected. Work orders need to be sent to the appropriate SLC office.

## **SECTION I**

## **ATTACK OR DISTURBANCE BY CRIMINAL OR INSANE PERSONS OR GROUP**

In the event that such an occurrence happens on campus, contact an administrator or security immediately.

**WARNING: P.A. announcement:** "Attention all staff, PLEASE LOCK-DOWN IMMEDIATELY." Repeat!

### **TEACHER ACTIONS:**

1. Give **DUCK, COVER and HOLD** command. Instruct individuals to stay down until subsequent instructions are issued.
2. Remain in rooms and gain control of the students.
3. Lock or barricade the room door.
4. Close blinds (window coverings), and cover glass on the door (if possible).
5. Shut off all lights and wait for further instructions.
6. Note in writing the name(s) of injured person(s), nature of injury, the location of the person (room number and/or location).
7. Take attendance and injury information. **Do not** post anything on the door or window.
8. Render first aid as needed if qualified or obtain qualified assistance.
9. Do not use the intercom phones unless you have a life threatening injury.
10. Do not use or allow students to use cells phones for any reason.

### **In the event that you are outside when this occurs:**

1. DUCK, COVER and HOLD.
2. Remain still until circumstances permit movement, then proceed to the nearest available room or report to an administrator or police officer for directions.

### **In the event of a hostage situation:**

1. Gain control of students, remain calm, and avoid startling noises, antagonizing or challenging the intruder.
2. Cooperate with the intruder and follow their instructions if possible.

## **COMMAND CENTER/ADMINISTRATION**

### **IMMEDIATE ACTION:**

Give Warning Announcement:

**"Attention all staff, PLEASE LOCK-DOWN IMMEDIATELY." Repeat!**

1. Call for outside assistance. DIAL 911.
2. Issue P.A. announcement (include instructions - Not to use the intercom phones unless there is a life threatening injury or situation.
3. Inform our neighboring Adams Middle School of the situation.
4. Prepare to receive and record attendance, injury and damage reports.
5. Make available all medical supplies.
6. Maintain communications with the Disaster Response Team – District Office.
7. Turn the bell system off (place on manual operation) to prevent students from automatically leaving one classroom to go to another.

### **RECEIVE & ORGANIZE REPORTS:**

1. Accept and record in writing injury, damage, and attendance reports.
2. Evaluate injury reports. Send assistance when possible.
3. Pull emergency cards and current demographic information for any injured person.
4. Accept and record in writing telephone calls from parents. Do not issue information. Inform parents that they should not come to the school site. Have a backup site parents can meet. Another area the district can send representatives and where parents can standby.
5. Record in writing, data for any person administered first aid or transported. Include:
  - a. Name
  - b. Nature of injury
  - c. Destination of ambulance
  - d. Time of departure
6. Call parents of injured students and inform them of status.
7. Principal/Designee handles Media if necessary.

### **RECOVERY:**

1. Determine facility safety with assistance of school resource officer, police investigator and fire chief.
2. Evacuate if necessary.
3. Convene Crisis Intervention Team. Prepare media report.
4. Return bell system to normal operation.
5. Issue P.A. Announcement "Attention all Staff, All Clear!" Repeat!

## **BOMB THREAT**

**WARNING:** Fire Alarm

**ALL CLEAR:** One long ring of bell/P.A. announcement, "Attention all Staff, All Clear!" **Repeat!**

**ACTION:** Listen for the school fire alarm. This will automatically implement action to leave the building. **Evacuate to the fire drill areas unless directed to another place.**

### **PROCEDURE:**

1. Caution all personnel against picking up any strange objects.
2. Stay with students and remain clear of buildings, trashcans, and lockers.
3. Take roll. Send the roll to the administrator/campus supervisor in your evacuation area (Emergency Roster sheet). **Hold up green (all accounted for) or Red (missing student/staff).**
4. Students and staff should not return to the school until authorized school officials declare that the school is safe.
5. Person receiving the message should complete the "Bomb Threat Report Form." Copies of this form are to be kept by the telephones in the Administration building.
6. Call Brentwood PD – 911 to verify action and activation of emergency procedures/evacuation.
7. Call Site Principal and District Superintendent.



**HERITAGE HIGH SCHOOL**  
**101 American Ave, CA. 94513**  
**(925) 634-0037**

**BOMB THREAT REPORT FORM**

TIME \_\_\_\_\_

DATE \_\_\_\_\_

HOW  
REPORTED \_\_\_\_\_

Extension \_\_\_\_\_

EXACT WORDS OF  
CALLER \_\_\_\_\_

**Questions to ask:**

1. When is the bomb going off? \_\_\_\_\_
2. Where is the bomb going to explode? \_\_\_\_\_
3. Where is the bomb right now? \_\_\_\_\_
4. What kind of bomb is it? \_\_\_\_\_
5. What does it look like? \_\_\_\_\_
6. Why did you place the bomb? \_\_\_\_\_

**Description of caller's voice:**

Male \_\_\_\_\_ Female \_\_\_\_\_ Young \_\_\_\_\_ Middle Aged \_\_\_\_\_  
Old \_\_\_\_\_

Ethnic Type? \_\_\_\_\_ Accent \_\_\_\_\_ What kind? \_\_\_\_\_

**Tone of voice:**

Serious \_\_\_\_\_ Joking \_\_\_\_\_ Giggling or laughing \_\_\_\_\_ Sounded tense \_\_\_\_\_

Sounded very sure \_\_\_\_\_ Sounded unsure \_\_\_\_\_

Is voice familiar? \_\_\_\_\_ If so, who's \_\_\_\_\_

Were there any background noises? \_\_\_\_\_

Other voice characteristics \_\_\_\_\_

Time caller hung up \_\_\_\_\_ Action taken \_\_\_\_\_

Name, title, address, and telephone number of recipient: \_\_\_\_\_

Action taken by recipient \_\_\_\_\_

Signature: \_\_\_\_\_

Recipient \_\_\_\_\_ Supervisor \_\_\_\_\_

## **CHEMICAL SPILL EMERGENCY**

**The following procedures are to be followed in the event of a chemical release.**

**SIGNAL: An announcement on the P.A. system:**

"A potentially dangerous chemical release has occurred. Shelter in place. Remain in your classroom until further notice. All PE classes are to go inside the gymnasium. Do not, I repeat, do not change classes until further notice. Close all windows, doors and turn off any or all fans or blowers. If you have a radio, tune in to KCBS 740 AM. Do not change classes or go outside to investigate." (Repeat message twice). This message will be repeated at two minute intervals until the campus is cleared.

**TEACHER ACTION:**

- A. Either keep students in the classroom or assist in moving them to a safe area to clear the campus.
- B. Close all doors and windows shut off ventilation.
- C. Please do not use the classroom telephone unless you have an emergency.
- D. If necessary, use tape, rags, clothing or any other available material to seal air leaks.
- E. In the event that students need to be evacuated, directions will be given over the P.A. system or by classroom telephone.
  - 1. Always move upwind - never down wind to avoid fumes.
  - 2. Maintain control of students.
  - 3. Render first aid as necessary.
  - 4. Take roll / **Use Green or Red for visual communication.**
  - 5. After the school has been evacuated do not return to school until the fire department declares the area safe.

**ALL CLEAR SIGNAL:** P.A. System announcement , "Attention all Staff, All Clear!"  
**Repeat!**

## **CIVIL DISTURBANCE**

**In the event of a civil disturbance, the school principal will immediately notify the Police Department at 911.**

1. Under the direction of the Principal, available faculty members will assist in confining the disturbance to one area.
2. The school secretary will place the bell system on manual to prevent students from automatically leaving one classroom to go to another.
3. Teachers will keep students in their classrooms until notified that the disturbance has been controlled.
4. Teachers who have free periods will report to the Command Center or Admin Bldg for assignment to specific duties.
5. In extreme situations, the principal or designee will address the group, informing participants of possible consequences of their actions, i.e.,
  - a. Individuals who violate school policy by encouraging illegal demonstrations by fellow students may be immediately suspended.
  - b. The police will if necessary, remove individuals who refuse to comply with school and civil regulations from the school premises.
  - c. Participants in illegal demonstrations will be ordered to cease such activity and remove themselves from the area. Those remaining after a reasonable period of time may be subject to suspension from school.
  - d. Leaders of illegal demonstrations, either active in addressing the group or restraining the voluntary actions of any individual who wishes to return to class, should be addressed by name and told that should he/she persists in these actions, he/she may immediately be suspended from school.
  - e. Students who are on the fringes of the demonstration (onlookers) who do not honor the order to disperse, may be suspended from school and removed from the school property.
6. In the event the disturbance is serious enough to require police assistance in controlling the campus, it must be understood that authority for decision-making then becomes a police matter.

## EARTHQUAKE EVACUATION PROCEDURES

**Earthquake drills are required by state law. Other types of drills will also be held. The time will be determined by the administration. Every effort will be made to hold these drills at a time most convenient for the continued smooth operation of the educational program.**

**DRILL SIGNAL**    An announcement on the P.A. system:  
"This is an earthquake drill".

### TEACHER ACTION WHILE INDOORS AT SCHOOL:

1. Give **"Duck and Cover"** Command.
  - a. Get under desks or tables where available. Otherwise get next to an inside.
  - b. Drop to knees with back to the windows and knees together.
  - c. Clasp both hands firmly behind the head, covering the neck
  - d. Bury face in arms, protecting the head. Close the eyes tightly.
  - e. Stay there until subsequent instructions are given. Such instructions will depend upon circumstances and the extent of damages to the buildings.
  - f. As soon as possible, teachers shall move students away from windows and out from under heavy suspended light fixtures.
2. Assess any injuries to students and damage to the classroom. If it appears safe do not evacuate the classroom until instructions are given which relate a safe route to the practice field. In the event that the teacher determines that it is not safe to remain in the building until the evacuation instructions arrive, the teacher should do the following:
  - a. Gain control of the students.
  - b. Note the name of any injured person, nature of injury, the location of the person (room number and location in the room).
  - c. Take the attendance book and evacuate. Direct the class to stay together and move in silence to the assigned assembly area on the practice field. The teacher must determine the route to the field if the normal fire drill route is not safe.
  - d. In the event that a person has been injured and you are not able to evacuate someone, mark your door with the RED X. This X will alert Search and Rescue that there is someone inside the room.
  - e. Take attendance, **use Green or Red for visual communication** and send injury information and attendance to the administrator in charge on the blacktop. (Emergency Roster Sheet).
  - f. Render first aid if necessary.
3. Evacuate the building and move a safe distance from any structures. Gain control of students. Select a safe route based on power line, gas main, water main and building failure and proceed to the practice field.

Admonish students not to touch electrical wires, chain link fences, and avoid the lighting of any lighters, matches, burners or stoves until the area is declared safe.

4. Teachers on a prep period should initially report to the triage area on the basketball courts. Once the Command Center is established report to the Command Center.

### **TEACHER ACTION WHILE ON SCHOOL GROUNDS:**

1. Direct students to walk away from buildings, trees, poles, or exposed wires.
2. Implement the DROP action. Teachers and students shall cover as much skin surface as possible, close eyes, and cover ears.
3. Stay in the open until the earthquake is over, or until further directions are given.
4. Render first aid if necessary.

### **BUS DRIVER ACTION:**

1. Pull to the side of the road away from any buildings, poles, wires, overhead structures or bridges, if possible, and issue the DROP action.
2. Set the brakes and turn off the ignition.
3. Wait until the earthquake is over before proceeding to complete your route.
4. Contact the director of transportation for instruction.

### **EARTHQUAKE PROCEDURE BEFORE SCHOOL/BETWEEN CLASSES/LUNCH/AFTER SCHOOL**

1. Everyone is to implement DUCK, COVER and HOLD.
2. When shock ceases, move to the area at a safe distance from buildings then move to the practice field. Go to the assigned area for **their next period** class.
3. Teachers report the names and locations of injured persons to the Command Center.
4. Dismissal procedure will be as stated depending on emergency situation.

### **PROCEDURE FOR RELEASING STUDENTS:**

#### **Release Gate:**

No student will be released without a written release form with the signature of a parent/guardian.

#### **Send runner for student:**

A runner will be sent to the class with the release form.

#### **Release Gate:**

The teacher must sign the release form and the student must sign the release form. The release form must be turned in at the release gate for the student to leave. The school will retain this form.

**18-year-old students:**

May sign their own release form if they have an "emancipation letter" on file indicating that they may sign their own notes.

**Bus Students:**

If their parents pick up student they will be released. In the event of a fire on our campus, buses will transport students at the regular time. In the event of an earthquake or major disaster, students will not be transported. A parent/guardian must pick up the student.

**CAMPUS EVACUATION:**

1. Teachers are to remain with their classes. No student will be allowed to leave unless a parent or guardian named on the emergency card comes to the parking lot gate and signs for the release of the student.
2. A student runner will call the student from their class. The person at this gate will have the names of students who have been released. The person at the gate will collect the release gate form and have the student sign out.

## **EXPLOSION OR THREAT OF EXPLOSION**

**WARNING:**           **Call on the P.A. system or fire alarm**

**ALL CLEAR:**       **P.A. system, "Attention all Staff, All Clear!" Repeat! or fire alarm**

**PROCEDURE:**       **Command Center Notification / Follow Procedures**

### **Explosion:**

1. Command students to DUCK, COVER and HOLD.\*
2. If the explosion occurred within your building, or threatens the building, teachers should immediately implement action to leave the building.
3. Sound the school fire alarm. (Not if gas fumes are present.)
4. Move to an area of safety and maintain control of students. Caution students to stay clear of building, trash cans, and lockers.
5. Render first aid as necessary.
3. Notify Principal or Assistant Principal(s), Police (911) from cell phones 646-2441.
7. Fight incipient fires without endangering life.
8. Take roll use Green or Red for visual communication and send the attendance form to the administrator in your evacuation area.
9. Students and staff should not return to the school until the fire department or school officials declare the area safe.
10. Notify utility companies of a break or suspected break in lines.
11. Principal will direct further action as required.
12. Person receiving a bomb threat should complete the "Bomb Threat Report Form." Copies of this form are to be kept by the telephone in the administration building.

### **Threat of Explosion:**

1. Leave the building. Do not sound school fire alarm if gas fumes are present.
2. Follow directions under Explosion above.

\*Teachers should instruct students to react in the same manner on their own to this type of catastrophe in case it occurs while they are on their own way to and from school.

## **FALLEN AIRCRAFT**

**WARNING:** Call on P.A. system

**ALL CLEAR:** Announcement on P.A. system, "Attention all Staff, All Clear!"  
Repeat!

**ACTION:** The principal will determine which action, if any should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for directions.



## **FIRE EVACUATION PROCEDURES**

Fire drills are required by state law to be held twice each year. Other types of drills will be held annually. The time will be determined by the Administration. Every effort will be made to hold these drills at a time most convenient for the continued smooth operation of the educational program.

**DRILL SIGNAL:** High pitched sustained honk.

### **TEACHER ACTION:**

- I. Direct class to follow directions of all school personnel and immediately move in silence to assembly area (see map) or alternate directions as issued by administration in the event that the fire is outside.
2. Make certain every student has left the classroom. In the event that a person has been injured and you are not able to evacuate someone, mark your door with an X. This X will alert Search and Rescue that there is someone inside the room. Give the following information to the administrator in your evacuation area (if one's present).
  - a. your name
  - b. the name of any student(s) who cannot evacuate the building
  - c. their location
  - d. the nature of the injuries.
3. Close the doors and accompany your class to the assembly area. Take your roll book (which should always contain an Emergency Roster Sheet and assembly area map).
4. Upon reaching your assigned assembly area, immediately take attendance, **use green or red for visual communication**, send a student with the Emergency Roster Sheet to the administrator in your assembly area.
5. Render first aid as necessary.

**ALL CLEAR SIGNAL:** One long continuous ring of the regular bell system.

1. Return your class immediately to the regular classroom.

### **BREAK & LUNCH DRILLS:**

ALL SELLING OF FOODS IS TO STOP IMMEDIATELY. ALL PERSONNEL AND STUDENTS ARE TO REPORT TO THE EVACUATION AREA AND LINE UP WITH THEIR **NEXT PERIOD** CLASS.

## **FLOOD**

**WARNING:** Call on P.A. System

**ALL CLEAR:** Announcement on P.A., "Attention all Staff, All Clear!" Repeat!  
and directions.

**ACTION:** Listen for announcement on the P.A. System and directions.

**PROCEDURE:** Students should not be left unattended at any time. Wait for further instructions.

## **SEVERE WINDSTORM**

**WARNING:** All call on the P.A. system.

**ALL CLEAR:** P.A. Announcement, "Attention all Staff, All Clear!" Repeat!

**ACTION:** Implement action; **TAKE COVER.**

### **PROCEDURE:**

- I. Students and staff should be assembled inside buildings.
2. Close windows and blinds and doors.
3. Remain near an inside wall on the floor if possible.
4. Avoid auditoriums, gymnasiums, and other structures with large roof spans.
5. Evacuate classrooms bearing full force of wind.
6. Take roll if you leave your classroom to seek shelter in a safer place and **use green or red for visual communication.**
7. Keep tuned to a local radio station for latest advisory information.
8. Notify utility companies of any break or suspected break.

### **SMOG ALERT**

1. Air Quality Management District will notify the District of smog alert.
2. If a "First Stage Alert" is called all forms of vigorous and strenuous activity will be discontinued and/or cancelled.
3. If a "Second Stage Alert" is called all forms of vigorous and strenuous activity will be discontinued and/or cancelled.
4. If a "Third Stage Alert" is called, students and staff members should remain indoors and restrict movements as much as possible.
5. Take roll and **use green or red for visual communication.**
6. Observe students and staff for respiratory distress. Report any problems to the Health Clerk.

## **WAR**

**WARNING:** A warning will be received from the North American Air Defense Command (NORA) through the Office of Emergency Services to the County Superintendent of schools for distribution to all schools in the area Defense Warning System when a nuclear attack is in progress against the United States, its territories, possessions, or allies. **Warning will be given on the P.A. System.**

### **PROCEDURES:**

#### **STRATEGIC WARNING**

- A. This is a notification that enemy-initiated hostilities may be imminent. Dissemination will be by news media. No estimate can be made of the duration of a strategic warning condition. The warning time may vary from several hours to several days.
- B. The following actions will be taken:
  - 1. Upon direction of the Superintendent implement action to send students home.
  - 2. Take necessary steps to close the school.
  - 3. Notify the office of the Superintendent when this has been accomplished.

#### **ATTACK WARNING**

- 1. Execute the DUCK, COVER and HOLD action.
- 2. Turn on a battery-operated A.M. radio and tune to any EBS station for official information and instructions.
- 3. Take precautions to minimize the possibility of persons being struck by flying objects such as glass and Venetian blinds.
- 4. Take roll and use green or red for visual communication (**if safe, cautiously place on door/window**).
- 5. Remain in shelter until other action is advised or directed by competent authority.

#### **SURPRISE ATTACK WARNING**

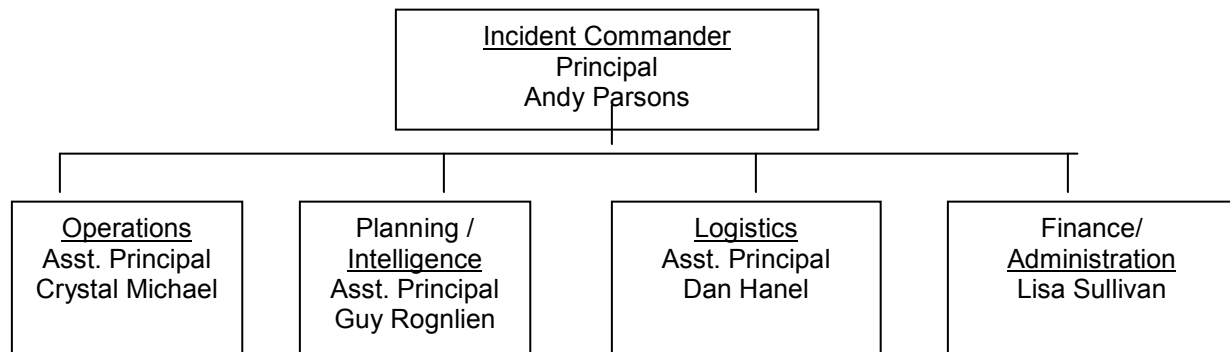
- A. Detonation of a weapon will be the only notification. Extreme intense light and heat will accompany this. The light is followed by heavy shock (blast) waves.
- B. The following actions will be taken:
  - 1. Teacher gives command to DUCK, COVER and HOLD.
  - 2. When blast wave has passed, command action to take shelter inside if one is not already in a sheltered area.
  - 3. After reaching shelter, teachers takes roll **use green or red**, report missing students, and administer first aid as needed.
  - 4. Await official information and directions.

## **SECTION II**

## HERITAGE HIGH SCHOOL SITE DISASTER RESPONSE TEAM

The Heritage High School Disaster Response Team will follow the Incident Command System (ICS) taken from the Standard Emergency Management System (SEMS). Heritage High School will organize it's response utilizing ICS:

### Primary ICS Management Functions



### Command Staff

#### Work directly for Incident Commander.

- ❑ Safety Officer Anticipates, detects, and corrects unsafe situations.
- ❑ Authority to stop unsafe activity beyond the scope of the incident action plan.
- ❑ Public Information One central point for information dissemination.
- ❑ Liaison Officer Contact point for representatives of assisting and cooperating agencies.
- ❑ Assisting agency- provides tactical or services resource
- ❑ Cooperating Agency-provides support other than tactical or service resources- e.g.. Red Cross General Staff
- ❑ Operations
- ❑ Section Chief
- ❑ Develop & Manage the Operations Section
- ❑ Accomplish the incident objectives
- ❑ Only one person assigned to this role

### Operations Section

- ❑ Directs all incident tactical operations
- ❑ Can Consist of: single resources, task forces, work crews
- ❑ Divisions, Groups, Branches

### Planning /Intelligence Section

- ❑ Writes the Incident Action Plan
  - Can Contain: Resource unit, Situations Unit, Documentation Unit, Demobilization Unit

### Logistics Section Chief

- ❑ Establish &Manage the Logistical Section

- ❑ Responsible to Acquire: Facilities, Services, Personnel, Equipment, Materials

**Finance Administration Section**

- ❑ Monitors incidents cost
- ❑ Maintains Financial Records
- ❑ Administers procurement contracts
- ❑ Performs Time recording

**ICS is a modular system. You use what you feel you need. All positions do not have to be filled.**



## **EMERGENCY PROCEDURES**

### **STAFF DUTIES**

#### **General instructions for multiple emergency situations.**

#### **Principal:**

- A. Maintain communication with Disaster Response Team District level.
  - B. Determine facility/student safety from Head Custodian and Lead Campus Supervisor.
  - C. Evacuate additional buildings on recommendation of Director of Maintenance & Operations/Head Custodian.
  - D. Call 911 for outside assistance. Then go to the phone list.
  - E. Maintain updates for telephone operator (including call to neighboring Adams Middle School). Inform telephone operator as to what to say.
  - F. Authorize resumption of power, gas and water services.
  - G. Authorize return to buildings. Send verbal or written instruction with available staff.
  - H. Provide statement of current status of P.A. system. Issue written communiqué to students and staff regarding status if emergency period is prolonged.
  - I. Debrief meeting with Assistant Principals, Lead Campus Supervisor, and Maintenance to develop resume of action taken during evacuation regarding medical/trauma, verification of parental contact of injured persons, facility reports of required repairs.
  - J. Obtain report of needed facility repairs from the Director of Maintenance & Operations and notify utility companies of any breaks or suspected break in lines.
  - K. Determine the advisability of closing the school, with the advice of the Superintendent, and/or City Building Inspector, if possible.
  - L. Direct school staff to remain after school hours if required to assist in disaster service activities.
  - M. Post guards at a safe distance from all building entrances to see that no one re-enters for any reason until the buildings are declared safe. Guards may be Custodians, Teachers, or Students.
- Guards posted at:**
- each SLC
  - each Academy
  - the Gymnasium
  - the Library

## **GENERAL INSTRUCTIONS (Continued)**

### **Assistant Principal(s):**

1. Check all wings for damage. Evacuate if necessary.
2. Establish the Command Center in the: **Administration Conference Room**
3. Receive and record in writing reports regarding attendance re: students, staff, district personnel and CCC staff and personnel;
4. Medical and trauma reports, names of missing students and their possible location. Go to designated areas and collect them from staff.
5. Receive and record in writing facility damage reports and confer with Maintenance Control Point at the **Main Faculty Lounge**.
6. Notify administrator in charge when evacuation has been properly completed.
7. Supervise the duties of the health clerk and secretarial staff.
8. Verify that a telephone operator has notified parents of injured persons.
9. Initiate search and rescue.
10. Coordinate attend/alarms/telephone/search & rescue/triage/release of students/psychological first-aid/child care center.
11. Relay damage reports to control point.
12. Confer with Director of Maintenance and Operations regarding damage status.
13. Debrief with command center personnel and site district response team.

### **Crisis Team Leader:**

1. Assist the staff in gaining control of the students and the collection of attendance. Give the attendance sheets to the Assistant Principal in your area.
2. Notify the Command Center when the evacuation has been properly completed.
3. Get release gate box, secure student locator cards. (Service Commissioners assigned to assist at Command Center.)
4. Set up release-gate arena for student pick-up. Check for parent, teacher, and student signatures before permitting student to depart grounds.
5. Supervise the release personnel if it is necessary to release student to parents/guardians. Assign students to assist in looking up schedules, locating students, delivering release forms to classes, getting a teacher's signature, and assisting at the release gate.
6. Establish protocol for Psychological First Aid.

### **Triage Director:**

1. Assist the staff in gaining control of the students.
2. Establish and supervise a triage area in the **Multi-Use Room**.
  - A. Setup staging area for reception of injured persons (basketball courts, gym, wrestling room), treatment area for life threatening injuries, an area for minor first aid.
  - B. Confer with crisis team leader as to the location for psychological trauma.
  - C. Notify the Command Center as to the location of the triage arena if other than the Multi-Use Room and request medical supplies.
3. Supervise the duties of the health clerk.
  - A. Have first aid personnel list.
  - B. Accept and record in writing injury report.
  - C. Evaluate injury reports.
  - D. Coordinate injury reports with search and rescue.
  - E. Record data on any person moved by ambulance.
    - a. Ambulance
    - b. Nature of injury
    - c. Destination of ambulance (Copy onto check out form)
  - F. Send checkout forms to telephone operator to notify parent/family of injured transported person.
  - G. Develop resume of action taken re: injured person.
  - H. Request assistance from Command Center for first aid trained staff. Coordinate with attendance to account for all students, staff.
  - I. Coordinate and assist paramedics, fireman, police, and coroner when they arrive on campus.
4. Supervise the administration of first aid.
5. All injured persons should be medically tagged.
6. Coordinate and assist paramedics, fireman, police, and coroner when they arrive on campus.
7. Inventory remaining first aid supplies.
8. Transport first aid supplies to a central location.
9. Debrief with first aid assistance and debrief with administration at Command Center.

### **Director of Maintenance and Operations/Custodial Personnel or Back-up:**

1. Facility inspection
2. Turn off main gas line.
3. Turn off main electrical panel.
4. Check all boilers for damage.
5. Check Science Labs.
6. Check water line.
7. Establish Control Point at the **Main Faculty Lounge**.
8. Report damage or no damage to Control Point.
9. Assemble at Control Point for inspection.
10. Receive damage reports from Control Center.
11. Assign emergency procedures.
12. Assign check of facilities reported by staff as damaged.
13. Confer with ranking administrator re: next actions.
14. Assign damage control tasks.
15. Assign responsibility for survey of buildings.
16. Confer with ranking administrator re: status.
17. Direct fire-fighting efforts until regular fire fighting personnel take over.
18. Certify building safety and restore services.

### **Director of Food Services and staff:**

1. Give "Duck and Cover" Command to students & cafeteria staff in cafeteria.
2. Duck and Cover no closer than 10 feet away from fryer and/or steam cooker.
3. Leave dish room, close door, duck and cover.
4. Leave walk-in boxes, close door, duck and cover.
5. Avoid taking cover in storeroom.
6. Turn off main gas valve.
7. Turn off gas valves at fryers and steam cooker.
8. Survey building for damages.
9. Report damage and/or injuries to Command Center extension.
10. Establish control of students - under your control.
11. Evacuate building upon instructions from Principal/Designee.

**Principal's Secretary:**

1. Observe locator panel.
2. Radio Administration & Maintenance as to which light(s) is showing on the panel.
3. When the administrator in charge determines that the school site has been evacuated properly, she/he may instruct to silence the alarm or request fire trucks be called.
4. Place the alarm control to silent position when directed.
5. Make announcements as directed.
6. Reset fire alarm panel once informed problem is fixed.
7. Assist in the conversion to backup power for the computers and communication systems.
8. Sound "ALL CLEAR" when instructed to do so.
9. Make P.A. announcement as needed and authorized by administration.
10. Telephone cafeteria and appraise of emergency.
11. Accept and record calls from parents. Report to Command Center when instructed to do so.

**Command Center Secretaries & Telephone Operators:**

1. Report to Command Center. Take over all incoming and outgoing communications.
2. Report only what is communicated to you by the principal or designee.
3. Call parents of students who have been transported by ambulance when you receive checkout forms from triage arena.
4. Notify parents of injured students after receiving information from triage arena. You will receive release gate forms also. Keep a list of students released.
5. Assist in calling additional substitutes/assistants/volunteers.
6. Send a substitute to replace Triage Directors and medically trained personnel if needed for medical or gate staffing.
7. Assign a non-teaching faculty member to assist a substitute teacher, or report to those teachers doubling up with two classes.

**Attendance:**

1. Maintain current master schedule list.
2. Train SA office personnel in emergency office procedures.
3. Run a daily ATP11 attendance roster at the end of second period.
4. Clear everyone and lock all doors. Report to Command Center. Take copy of master schedule and daily attendance with you.

5. Receive attendance forms, emergency roster sheet, check off teacher's names off master teacher schedule to verify that we have received an attendance sheet from every class in session for that period. Check attendance against the master list. If we do not receive one send a SA with a form to that teacher's class. Record in writing the names of missing students and staff and their possible locations.
6. Coordinate with the health clerk in the accounting for students/staff.
7. Assist the health clerk on the preparation of a First Aid Report for the search and rescue team.

### **Health Clerk/Clerk:**

1. Maintain a first-aid kit, emergency box, and bullhorn in administration reception area.
2. Maintain a list of staff that is first aid and/or CPR certified in emergency box. Put carbon paper and tablets and clipboards in box. Prepare substitute list, list of absent Teachers and names of Teachers on prep. Give to registrar.
3. In emergency report to **Multi-Use Room** after securing designated Service Commissioners from Command Center. Bring the following materials with you:
  - a. \*Emergency Box
  - b. \*Emergency Cards
  - c. \*First Aid Kit
  - d. \*Bullhorn
4. Accept and record in writing all injury/trauma reports.
5. Have Service Commissioners assist in attaching medical tag to all injured. Evaluate injury reports, send messenger to Command Center to release teachers with first aide experience - specify how many teachers you may need.
6. Pull emergency cards for students on injury list.
7. Record data on any student moved by ambulance:
  - a. Name
  - b. Nature of injury
  - c. Destination of ambulance on checkout card.
  - d. Notify telephone operator.
8. Notify the telephone operator (at Command Center) of any injured student; inform of status.
9. Receive and record in writing any emotional trauma reports. Notify a counselor or appropriate staff member to remain with, the individual Prepare First Aid report for Search and Rescue Team.

## **Registrar**

1. Clear your building.
2. Take radio, substitute list, list of absent teachers and names of teachers on Prep to Command Center. (Get this from front desk)
3. Take attendance on all non-teaching faculty members, district office personnel, counseling, cafeteria, bus, and maintenance staff coordinate with the health clerk, search and rescue and command center.

## **Lead Campus Supervisors and Rescue:**

1. Check all classrooms, offices, and bathrooms to be sure everyone has evacuated. Note on your campus map any X's on doors.
2. Report to Control Point.
3. Following the initial coverage to assure evacuation is complete, now initiate search teams for a thorough search & rescue. Initiate search teams to assigned areas. Search should be done visually, vocally, and physically. Rescue trapped & injured persons.
4. Check all classrooms, closets, offices, storage rooms, bathrooms, shops, gymnasium, shower stalls, etc. When an area has been searched and cleared, mark it on your map.
5. Remove injured persons only in a lifesaving situation; have patient transported to the designated triage area.
6. If it is a life threatening situation, mark your map and report to Triage Area for medical/rescue professionals to handle.
7. If fatalities have occurred and bodies are moved, note the location and condition of bodies on a triage tag. Put the number of the triage tag on your school site map at the location where the body was found for future reference by the coroner. (Check with the Administrator if it is necessary to move the body.)
8. Secure all buildings from reentry after search.
9. While sweeping campus, note dangerous or pending problems and any obvious building damage on the school site map or a damage assessment form.
10. When primary search is completed, report to the Health Clerk and complete injury/trauma reports. Proceed with secondary search for unaccounted student/staff.
11. Rope off unsafe areas. (Get materials from Control Point – Custodial staff.)

12. For heavy rescue of trapped victims that is beyond the capabilities of staff and equipment at school site, contact an administrator to request whatever resources you will need to accomplish the rescue.
13. Proceed with secondary search and/or assist in the triage arena.

**Psychological First Aid:**

1. Report to the Health Clerk for psychological trauma reports.
2. Convene Crisis Intervention Team.
3. Assist students and staff in returning to normal routines as quickly and calmly as possible following a major disruption to the educational process.
4. Coordinate with triage director for location for psychological first aid.

**Crisis Intervention Team:**

1. Members are skilled in basic counseling.
2. Upon request only, report to psychological trauma area and assist in counseling needs as directed by the Crisis Team header.

**Traffic Moderators:**

1. Once students are safely evacuated, inform the teacher of your leaving to assist.
2. Check in at Command Center and acquire florescent vests.
3. Monitor front entrances of campus - standing in driveways and directing parent/community vehicles to Release Gate entrance.
4. Allow any emergency vehicle access.



# **Safe Evacuation of the Heritage High School Campus**

This Safe Egress of the Safety and Emergency Plan (SEP) is designed to prepare all staff for the impact of a major disaster or emergency affecting Heritage High School in which the campus must be evacuated and students' picked up by the parent/guardian.

There are 2 Safety Zones for the safe egress of our students. The following 2 pages will concentrate on the safe egress off campus.

1. \*Primary – SAFETY ZONE 1 (Stadium Egress)
2. \*Alternate – SAFETY ZONE 2 (Balfour Guthrie Park Egress)

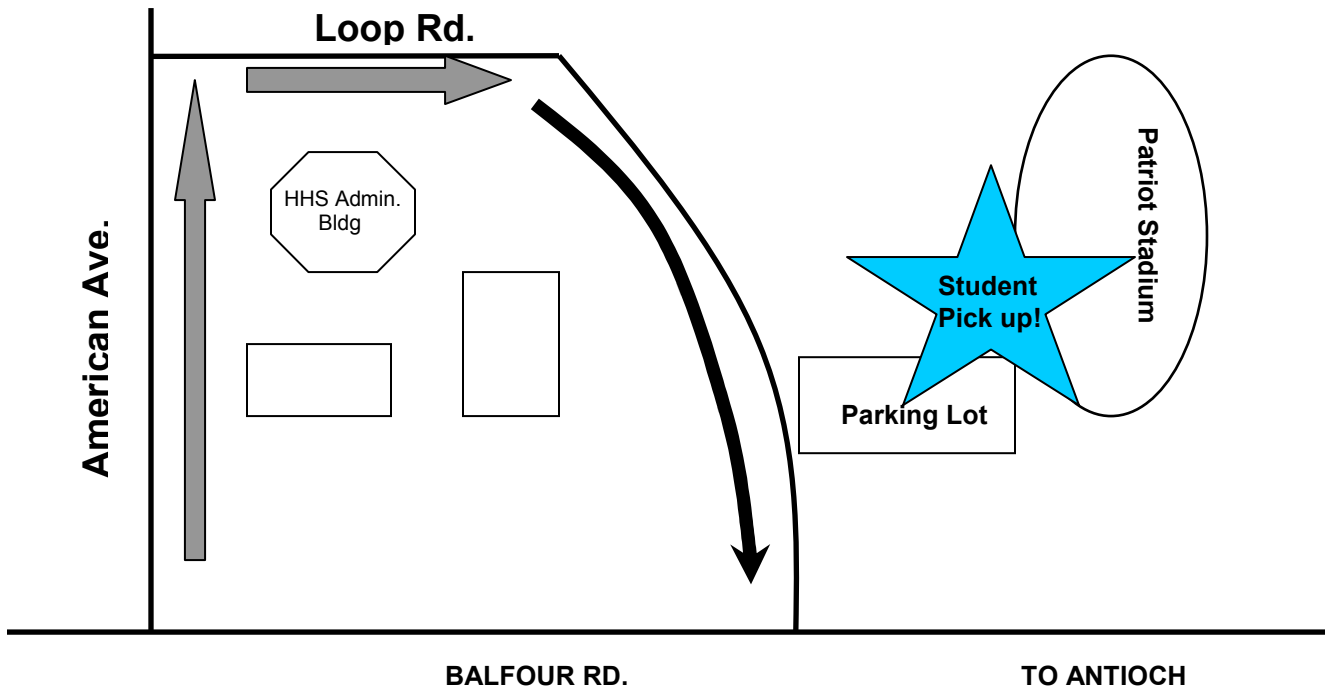
\* Student pick up by parent/guardian required.

The following pages will diagram the parent pick up locations for Safety Zone 1 and 2.

## **SAFETY ZONE 1 – STADIUM EGRESS - COMMAND CENTER (Diagram 1)**

- All call announcement from administration, teachers and staff, "Proceed to SAFETY ZONE 1 – Stadium".
- Teachers will direct and escort students to the stadium where they will line up on the field with their teacher and class.
- Phone Dialer (and read-a-board if possible) with instructions will be used to notify parents immediately.
  - Parents will be instructed to use the far right hand lane on American Ave., turn right at the Loop Rd. (3<sup>rd</sup> stop sign), and proceed to the stadium for student pick up.
- All Loop Rd. access gates will be opened and non-pick up areas coned off for visual assistance.
- Command Center procures will follow (see pg. 56 & 70 – Command Center / Student Release of the SEP).

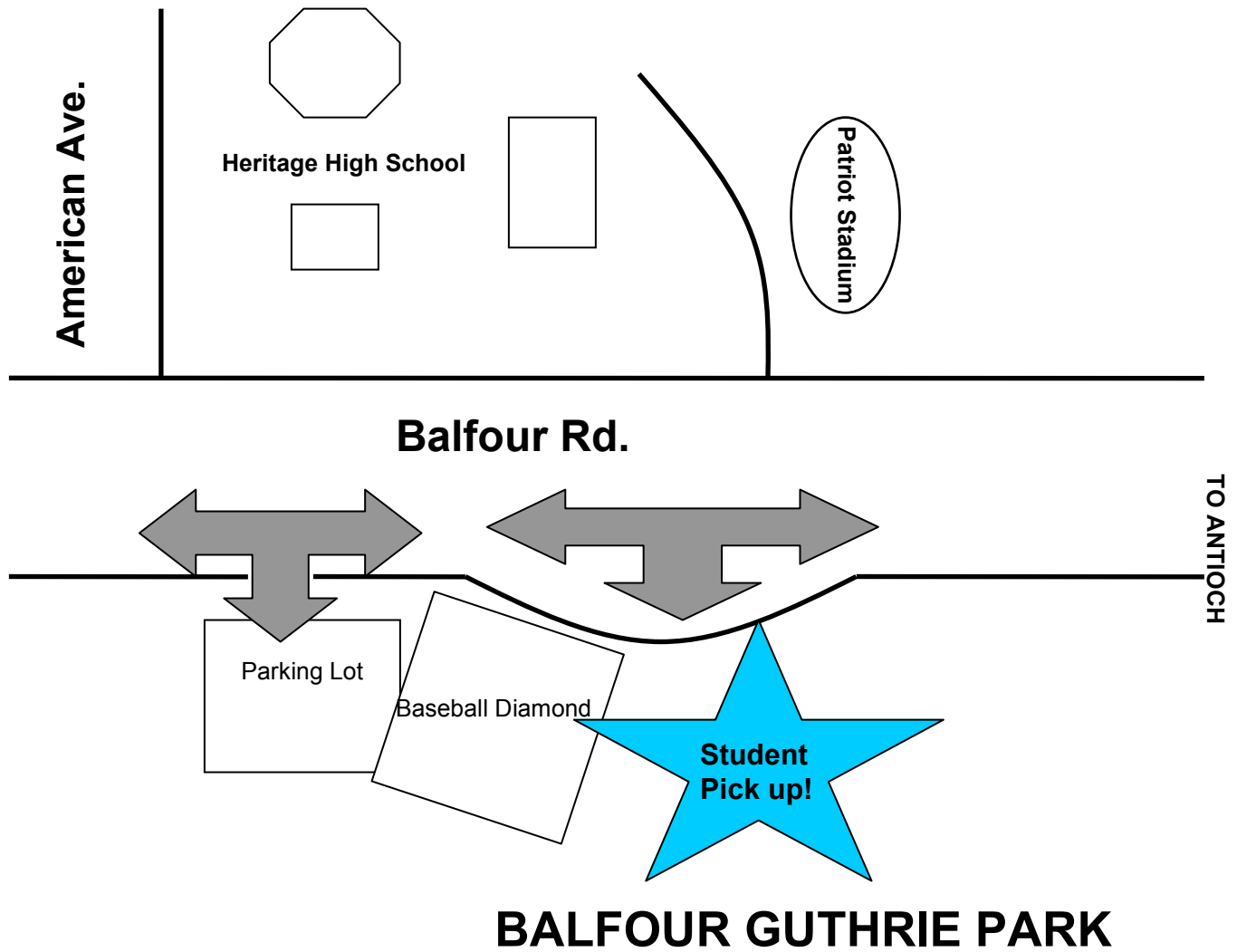
**Diagram 1 - Traffic flow & parent directions for pick up at Patriot Stadium**



**SAFETY ZONE 2 – BALFOUR GUTHRIE PARK EGRESS - COMMAND CENTER**  
**(Diagram 2)**

- All call announcement from administration, teachers and staff, “Proceed to SAFETY ZONE 2 – Balfour Guthrie Park”.
- Teachers will direct and escort students to the Balfour Guthrie Park, via American Ave. (unless otherwise directed by Administration), where they will line up on the field with their teacher and class.
- SRO, Campus Security and Administration will control Balfour Rd. traffic for safe student crossing.
- Phone Dialer (and read-a-board if possible) with instructions will be used to notify parents immediately.
  - Parents will be instructed to pick up their student at the Balfour Guthrie Park, located on Balfour Rd., below the school.
- All non-pick up areas will be coned off for visual assistance.
- Command Center procedures will follow (see pg. 56 & 70 – Command Center / Student Release of the SEP).

**Diagram 2 - Traffic flow & parent directions for pick up at Balfour Guthrie Park**



## **SECTION III**

## **GENERAL PRINCIPLES OF CRISIS INTERVENTION**

### **Intervene immediately - Be Direct, Active, and authoritative**

The sooner the student is assisted in coping with the crisis situation, the better the chances of restoring equilibrium. The longer the student remains in a state of confusion, unable to take some sort of action to address the situation, the more difficult it will be to intervene.

### **Keep the focus of the Intervention on the Precipitating Situation**

Help the student to accept that the crisis situation has occurred by encouraging the student to express the facts of the situation as well as expressing feelings. Don't let defense mechanisms such as denial operate and prolong the crisis situation.

### **Provide Accurate Information about the Situation**

Give a realistic orientation about what has occurred, and what might be the expected outcome.

### **Do not Give False Assurance. Always Remain Truthful and Realistic.**

Recognize the anxiety, depression or tension, but at the same time provide some sense of hope and expectation that the person will ultimately overcome the crisis. However, let the student know that things may never be the same as they were before the crisis.

### **Recognize the Primacy of Taking Action**

Every crisis-counseling interview should have an ultimate outcome of some action that the individual is able to take. Restoring the person to the position of actor rather than victim is critical to success.

### **Provide Emotional Support for the Individual**

Find a group of peers, school staff members or family members that can provide both support and temporary assistance during the crisis. Implement a buddy system so that the student isn't left alone.

### **Focus on Self-Concept**

Emphasize how the person did cope with the situation so far and how the person has already begun to use strategies for moving forward. Encourage The individual to implement solutions or strategies that have a high probability of success.

### **Encourage Self-Reliance**

Provide constructive activities that the person can do to assist with the situation, such as helping to straighten up the classroom, preparing materials to share with classmates. Reinforce whatever problem solving the individual has demonstrated to this point in time.

### **Be Concerned and Competent**

The more adults can present themselves as a model of a competent, problem solving individual and demonstrate the process of taking in information, choosing between alternatives, and taking action, the more children will be able to function adequately. Therefore, it is important that staff members establish their own support system so that they can adequately cope with the situation.

Adapt from "Crisis Counseling: Conceptualizations and General Principles," Jonathan Sandoval, School Psychology Review, 1985, Vol. 14, No. 3.

## **CRISIS INTERVENTION PROCEDURES & RESPONSIBILITIES**

Crisis intervention deals with normal people in unusual situations that may respond in various psychological ways. It is important that during the immediate hours and days which follow a disaster, children and staff be helped to return to emotional equilibrium.

### **PRINCIPAL OR ASSISTANT PRINCIPAL**

1. Determine if your site team can handle the situation or outside assistance is needed. Make the contact requesting outside assistance.
2. Inform staff, students, and District Office of factual information.
3. Convene the site team and meet outside persons as they arrive.

### **SECRETARIAL STAFF**

1. Receive telephone calls.
2. Record parent name and telephone number.
3. Instruct parents not to come to school unless requested to pick up their student.
4. Release no information relating to the situation. Refer all information requests to the District Office.
5. Establish a sign-in and message center for outside assistance person(s).
6. Maintain Intervention Team folders for the outside assistance person(s).
7. Assist the site team.

### **SITE TEAM**

1. Assess the situation.
2. Identify at risk students or staff.
3. Assign conference areas for individual and group consultations.
4. Coordinate efforts with outside assistance.
5. Debriefing and reassessment of the situation.

### **OUTSIDE ASSISTANCE PERSON(S)**

1. Register with secretary; procure ID and intervention folder, which contains the following information.
  - a. Bell Schedule
  - b. School map
  - c. Accountability procedures/forms
2. Attendance Accounting
3. Student Referral Form
4. Initial Counseling Referral Summary
5. Parent Consent Form
6. General Principles of Crisis Intervention
7. Model for Interview of Students in Crisis
8. Suggested Guidelines for the Management of the Aftermath of Suicide or Sudden Death  
Suicide or Sudden Death at School

## **CRISIS CHECKLIST**

### **School Site Team Initial Crisis Screening**

- ☐ Identify problem/event and determine degree of impact on the school.
- ☐ Determine if additional support is needed. Administrator may request outside assistance.
- ☐ Review facts and determine what information is to be shared with:
  - 1. Faculty
  - 2. Students
  - 3. District
- ☐ Initiate the referral process, including procedures for self-referral.
  - 1. Provide Referral forms to staff
  - 2. Maintain Student Referral List. Designate where list will be maintained and by whom.
  - 3. Designate interview locations
  - 4. Distribute Initial Referral Summary and Screening Survey and Parent Consent forms to interviewers.
- ☐ Establish a reception center for support service personnel.
- ☐ Identify high-risk students. Initiate contacts and appropriate interventions.
- ☐ Interventions:
  - 1. Individual Interviews
  - 2. Group counseling
  - 3. Classroom activities, presentations
  - 4. Assemblies
  - 5. Parent meetings
  - 6. Staff meetings
  - 7. Referrals to community agencies
- ☐ Debriefing - on a daily basis
  - 1. Review process, status of referred students
  - 2. Prioritize needs
  - 3. Plan follow-up actions
  - 4. Provide support to team members

## **MODEL FOR INTERVIEW OF STUDENTS IN CRISIS**

The following two techniques for interviewing students who have been subjected to trauma or crisis have been adapted from Golan's and Pynoos' work.

Children have different skills for dealing with information and reacting to events depending on their age and development level. Counseling with younger children requires involvement and use of nonverbal material and very directive ways to elicit and reflect feelings. Frequently facts and fantasy are intermingled and young children have difficulty acknowledging a crisis. With adolescents however, a discussion format can be possible as a means to focus on problem solving and crisis-coping skills.

One then may want to select one of the two initial interview techniques as it fits the student as well as the crisis impact.

Golan's model interview is a three-stage model. The stages are: Immediate Focus of Crisis Situation, Evaluation of Current Predicament, and Development of Contract for Further Activity.

Pynoos' model interview proceeds from drawing and storytelling to discussion of the actual traumatic situation to the consequences of the crisis for the child. It is also a three-phase process with the three phases being: Opening, Trauma, and Closure.

The goal of the interview is not just to identify the immediate effects of the trauma, but also to assist the child in mastery of the traumatic experience.

### **The following is a description of the GOLAN Model:**

#### **A. Immediate Focus on Crisis Situation**

1. Establish rapport.
2. Identify the precipitating event. Try to get as many details and acts as possible. (Keep in mind that it is not the exact accuracy but the actual telling that is important here.)  
Information to be obtained:
  - a. To the client?
  - b. What is new to the client in this particular crisis?
  - c. What is the immediate problem - as distinguished from chronic problem?
3. Elicit subjective reactions to the event. Try to get affective responses. Tell the student that it is okay to cry. (The goal is to bring out reactions to the current situation.)  
Information to be obtained:
  - a. In what way does this particular situation differ from other similar situations?
  - b. Who are the significant persons related to the crisis?
  - c. How are such persons involved?
  - d. How much guilt, responsibility, anger, fear is there?
4. Investigate recent losses, threats, and challenges. Use verbal or image provoking activities such as drawings, play activities or story writing to bring these to the surface.



Try to get affective responses as well as facts and details. (Remember that past experiences have impact on the current crisis.)

5. Assess the nature and duration of the vulnerable state. Investigate previous problem solving patterns and coping skills and the extent to which they are still working or not working. Try to bring out what did and did not work. Evaluate the present situation, especially the state of active crisis. See if changes are still taking place.
6. Determine availability of support systems and resources.

## **B. Evaluation of Current Predicament**

1. Based on the assessment of the dynamics of the situation, state the problem to the student, including the basis of the conflict.
2. Ask the student how he/she sees the situation and what is seen as the most pressing problem.
3. Together settle on a target problem. This can be viewed as cutting the problem down to size or confronting the crisis situation in manageable bits.

## **C. Development of Contract for Further Activity**

1. Facilitate the exploration of novel approaches to the problem and consider old ones that were successful.
2. Set up a working plan of what the student will do, what others will contribute.
3. Be as specific and concrete as possible.

**HERITAGE HIGH SCHOOL  
CRISIS INTERVENTION TEAM**

**STUDENT REFERRAL LIST**

<b>Date</b>	<b>Name of Student</b>	<b>Time In/Out</b>	<b>Symptoms</b>	<b>Action Taken</b>

## **INITIAL COUNSELING REFERRAL SUMMARY**

Date\_\_\_\_\_

Name of  
Student\_\_\_\_\_Teacher\_\_\_\_\_

Referred by  
Whom?\_\_\_\_\_Room\_\_\_\_\_

**REASON FOR REFERRAL (List somatic, emotional reactions):**

**SUMMARY/COMMENTS:**

**IMPRESSIONS:**

**NEED Students:\_\_\_\_\_ List Area of Need:**  
**FOLLOW UP?**

**Parent:\_\_\_\_\_ List Area of Need:**

**Student has been referred to (Mental Health, School Psychologist Follow-up, etc.)**

\_\_\_\_\_

**Student Seen By\_\_\_\_\_Parent Consent**  
**Obtained\_\_\_\_\_**

**Date\_\_\_\_\_ Yes\_\_\_\_\_ No\_\_\_\_\_**

**PLEASE RETURN FORM TO SCHOOL COUNSELOR**  
**AT END OF SESSION**

## **PARENT CONSENT**

Date \_\_\_\_\_

My son/daughter(circle one)\_\_\_\_\_ has

(First & Last Name)

permission to be provided psychological counseling.

The extent and limitation of my rights as a parent have been explained to me

By \_\_\_\_\_ on \_\_\_\_\_  
Name and Title Date

I understand that I may revoke my consent in writing at any time.

Name \_\_\_\_\_ Relationship \_\_\_\_\_

Name \_\_\_\_\_ Relationship \_\_\_\_\_

The completed form shall be filed and maintained within the student's permanent record folder.

\*Utilize this form after initial referral or meeting with the student takes place in order for counseling to continue.

## **SUGGESTED GUIDELINES FOR THE MANAGEMENT-OF THE AFTERMATH OF A SUICIDE OR SUDDEN DEATH AT A SCHOOL**

**If a suicide or sudden death of either a student or staff member occurs, the following guidelines will apply:**

1. Under the circumstance of a sudden/unexpected death of a student, the Principal will begin the phone tree to inform all staff of a 7:30 AM meeting the following morning.
2. The staff meeting will be held in the staff lounge at 7:30 AM. All staff are requested to be present. At the staff meeting, accurate information of the incident will be discussed with staff.
3. Staff will not discuss the incident with any members of the public or press. All questions should be directed to the Principal.
4. Before first period begins, the Principal will email all staff with a statement that can be read to classes, at the discretion of each teacher. This email will contain accurate information about the incident, and information on counseling center hours after the school day and at lunchtime.
5. Teachers must be observant of the most effected students and offer them an opportunity to come to the counseling center. Symptoms may include, but are not limited to: crying, shutting down, behavioral outbursts etc. Teachers must use their discretion in determining which students need immediate attention from counseling staff.
6. Any students requesting to memorialize the deceased student/staff must meet with their administrator to discuss and receive permission for such a memorial (memorial brick, yearbook memorial, etc.)

## **RELEASE GATE FORM**

**1. I have received notification from the release gate to release**

\_\_\_\_\_  
Students Name

**This student is to report to the release gate with this form in hand.**

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Student Signature

**2. I understand that my signature on this form means that I am a guardian/parent/or name on the above student's emergency card. The above student is being released into my custody and the school has acted in a reasonable manner for release.**

\_\_\_\_\_  
Administrator/Designee

\_\_\_\_\_  
Parent/Guardian Signature

## **RELEASE GATE FORM**

**1. I have received notification from the release gate to release**

\_\_\_\_\_ This student is to report to the release  
Students Name  
**gate with this form in hand.**

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Student Signature

**2. I understand that my signature on this form means that I am a guardian/parent/or name on the above student's emergency card. The above student is being released into my custody and the school has acted in a reasonable manner for release.**

\_\_\_\_\_  
Administrator/Designee

\_\_\_\_\_  
Parent/Guardian Signature

## **EMERGENCY ROSTER SHEET**

TEACHER NAME \_\_\_\_\_ CLASS PERIOD \_\_\_\_\_

TOTAL # IN CLASS WHEN ALL ARE PRESENT  ROOM # \_\_\_\_\_

TOTAL # ACCOUNTED FOR IN EVACUATION AREA.

### **A. ATTENDANCE/ABSENCES**

Name and/or Student I.D. Number of students absent from your class today.

1.	4.	7.
2.	5.	8.
3.	6.	9.

### **B. UNVERIFIED STUDENTS/STAFF**

Name of student/staff NOT accounted for. (These students/staff were with you at the time roll was taken and are not in the evacuation area with your group.)

1.	4.	7.
2.	5.	8.
3.	6.	9.

### **C. STUDENTS PRESENT; NOT ON CLASS ROSTER**

Name and/or Student I.D. Number of students not on your attendance sheet but are with you this period.

1.	6.	11.
2.	7.	12.
3.	8.	13..
4.	9.	14.
5.	10.	15.

### **D. INJURED**

Name	Possible Location

For additional comments use back of form.

## MEDICAL TAG FORM

### Instructions For First-Aid Person

STUDENT  
NAME \_\_\_\_\_

LOCATION OF STUDENT WHEN  
FOUND \_\_\_\_\_

\_\_\_\_\_ Moved to triage arena

\_\_\_\_\_ Walked to triage arena

FIRST AID  
GIVEN: \_\_\_\_\_

\_\_\_\_\_

Signature of person administering first  
aid: \_\_\_\_\_

Resulting Action:

\_\_\_\_\_ Picked up by parent

\_\_\_\_\_ Returned to class

\_\_\_\_\_ Transported by Ambulance

\_\_\_\_\_ Destination of

Ambulance \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of Paramedic/Time

RETURN THIS FORM TO THE HEALTH CLERK LOCATED IN THE TRIAGE ARENA.



**CHECK OUT FORM**  
(Use if person is moved by ambulance)

1. Name of person \_\_\_\_\_
  2. Nature of Injury \_\_\_\_\_
  3. Destination of ambulance \_\_\_\_\_
- \_\_\_\_\_
- 

Parents/Guardian \_\_\_\_\_

Phone (Home) \_\_\_\_\_  
(Work) \_\_\_\_\_

Time/Date  
contacted \_\_\_\_\_

By  
Whom \_\_\_\_\_

**CHECK OUT FORM**  
(Use if person is moved by ambulance)

1. Name of person \_\_\_\_\_
  2. Nature of Injury \_\_\_\_\_
  3. Destination of ambulance \_\_\_\_\_
- \_\_\_\_\_
- 

Parents/Guardian \_\_\_\_\_

Phone (Home) \_\_\_\_\_  
(Work) \_\_\_\_\_

Time/Date  
contacted \_\_\_\_\_

By  
Whom \_\_\_\_\_

## **EMERGENCY TELEPHONE NUMBERS**

**EMERGENCY: 911 (Fire & Rescue/Paramedics)**  
**646-2441 (from a cell phone)**

- 1. State your emergency**
- 2. Stay calm**
- 3. Give your name and address**
- 4. Listen. Allow 911 employee to direct conversation.**
- 5. Be prepared to answer questions in a clear, calm manner.**
- 6. Remain on the telephone, DO NOT hang up until the dispatcher says to do so.**

**AMBULANCE: 911**

### **BRENTWOOD POLICE DISPATCH 778-2441**

Police:	Antioch	779-6000
	Brentwood	634-6911
	Clayton	229-1212
	Concord	671-3333
	Oakley	625-2341
	Pittsburg	228-8282
	Walnut Creek	935-6400
	Highway Patrol	646-4980
	Sheriff's Office- Martinez	646-2441

Red Cross - Concord Office	603-7400
Contra Costa Health Department	313-6500
Health Department - Animal Control	646-2995
Poison Control Center	800-523-2222
Suicide Prevention Center	754-7080
Brentwood Fire Department	634-3400
Contra Costa Fire Department District	930-5500 or 757-1313
Oakley Fire Department	930-5500
Contra Costa County Office of Emergency Services	285-5000
School District Office	634-2166
Hospitals/Medical Centers:	
John Muir (Brentwood)	308-8100
Sutter Delta (Antioch)	779-7200
Kaiser (Deer Valley)	813-6500
Kaiser (Antioch)	779-5000
Kaiser (Martinez)	372-1000

<p align="center"><b>Emergency Telephones</b>  <b>(Power Failure Transfer System – PFT)</b>  <b>These telephones remain active as independent telephone lines in case of emergency</b></p>
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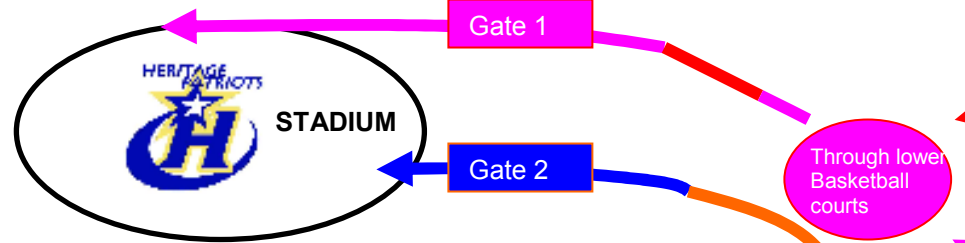
Building/Room	Emergency Telephone Hand Set Location	Extension on the District System	Outside Telephone Line When Activated As An Emergency Telephone
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[illegible]

# EMERGENCY EXIT ROUTES

## HERITAGE HIGH SCHOOL

101 American Avenue, Brentwood, CA 94513



SLC C  
HR Academy  
SLC D  
ES Academy  
Media Center/Library  
Gymnasium/Weight Rm  
Locker Room/Pool  
CCCOE Special Ed

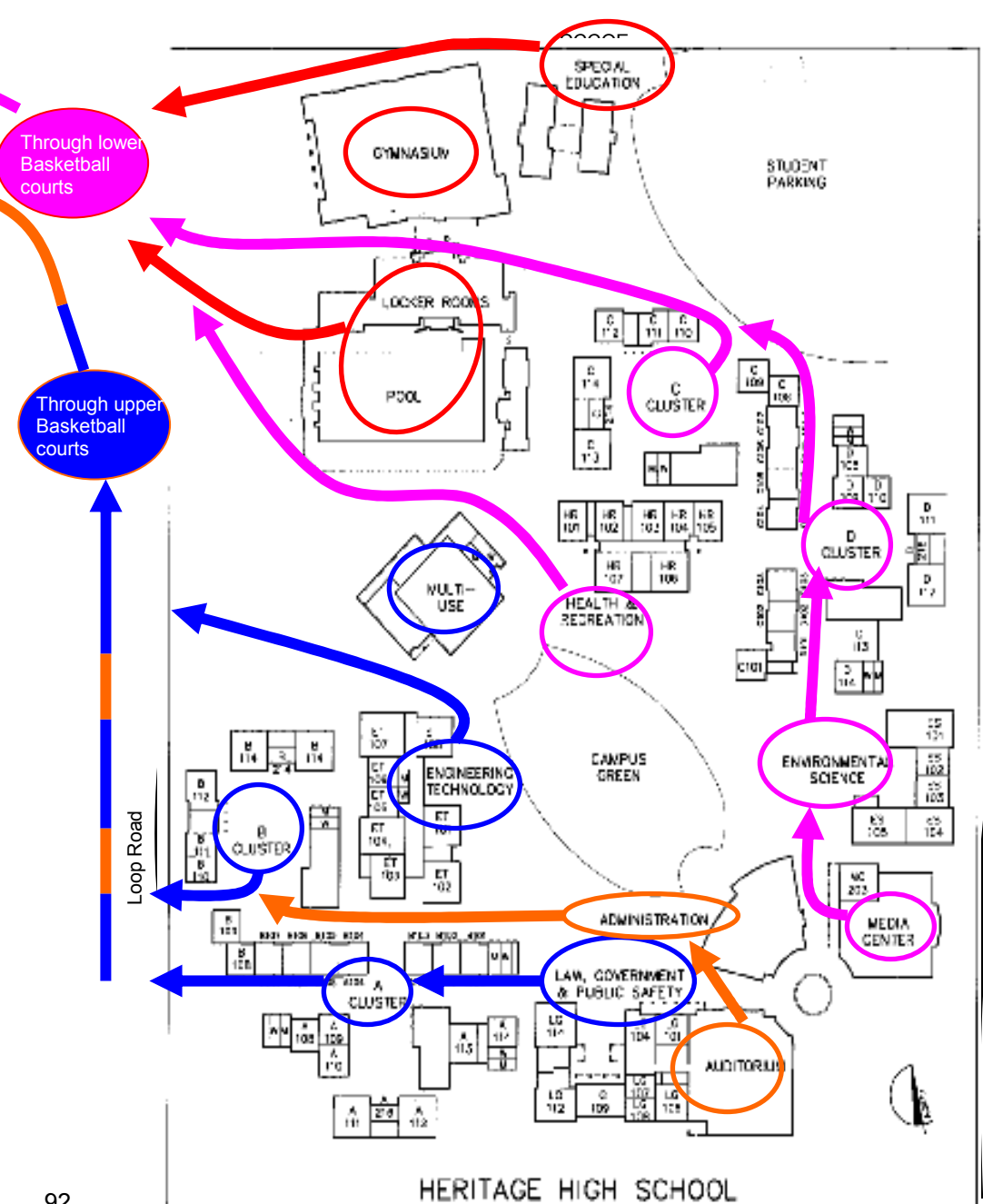
SLC A  
LG Academy  
SLC B  
ET Academy  
Multi-use/Cafeteria  
Main Administration  
Auditorium /Theatre

\*All Classes Line up on the yard lines per room number

FOLLOW PINK / RED ARROWS TO STADIUM  
Home Side via Lower BB Court & Gate 1

FOLLOW BLUE / ORANGE ARROWS TO STADIUM  
Visitors Side via Upper BB Court & Gate 2

\*See Evacuation Map





## Egress to the Stadium

- Teachers will flow into the stadium with their class. **\*(Refer to Stadium Diagram)** the stadium is divided up into four sections divided by the field goal.
- SLC D and ES will flow down the back of D through the breezeway between the gym and the locker rooms and enter through the large stadium gates. They will walk around the field and enter the field on the Home side.
- SLC C and HR will flow down through the pool and the multi-use room and enter through the large stadium gates. They will walk around the field and enter the field on the Home side.
- SLC B and ET will flow down the loop road and enter by the stadium through the rolling gates and line up on the Visitor side of the field.
- SLC A and LG will flow down the back of A down the loop road and enter on the top basketball courts and flow down the stairs and enter through the large rolling gate. They will line up on the Visitor side of the field.
- Teachers will line up on one of the field lines starting in the far left corner of the stadium. For Example: SLC-C classroom C101 on the "0" yard line. Each class will be spaced out by one yard line. C101 is on the 0 yard line. C102 is in between the 1<sup>st</sup> and 2<sup>nd</sup> yard line. C103 is between the 3<sup>rd</sup> and 4<sup>th</sup> and C104 is on the 5<sup>th</sup> yard line etc.
- P.E. will start on the far half of the 20 yard line.
- Administrators and Campus supervisors will flow in and out checking to make sure all staff and students are accounted for.
- Line up from the center of the field going out so that you are facing the teacher across from you. Please make sure your students are in a single file line.
- Maintenance, library, counseling and the main office will follow after them.
- The County office will be to the far right front of the field on yard lines 0-5.
- When the all clear signal is given, classes will file out in the order they came in.
- The County Office will leave first and then the main office, counseling, library and maintenance. We will exit first with LG and A, through the visitor side exit and once they are cleared out ES and D. Then ET and B will exit through the home side gates followed by HR and C. Teachers, please wait for the instruction of the administrator in charge of your area. Please keep control of your students and exit them out of the stadium in a single file orderly line back the way you entered.

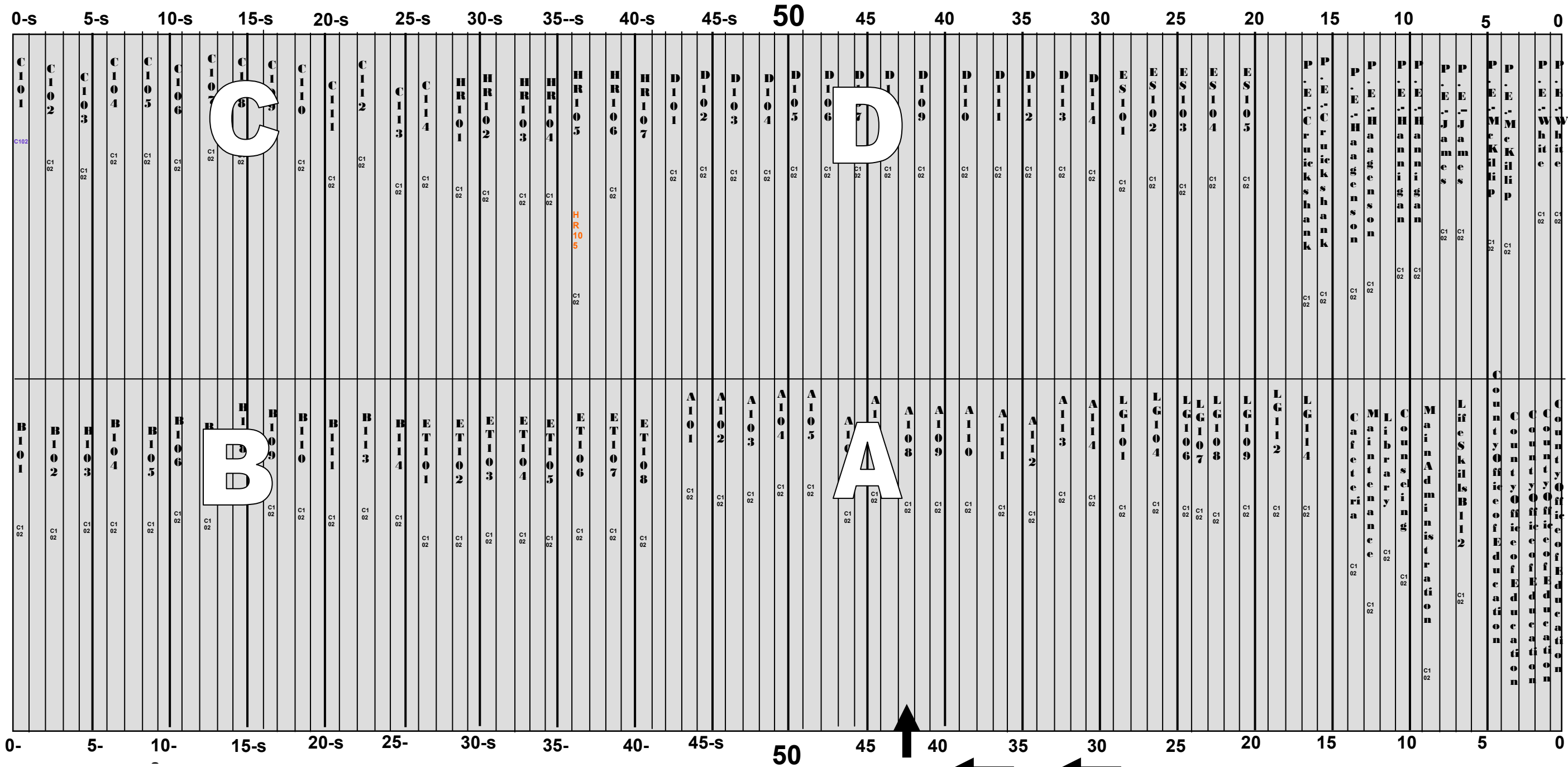
# EVACUATION MAP — SLC-A & LG

Room #: \_\_\_\_\_

Report to Yard Line: \_\_\_\_\_

Home: \_\_\_\_\_ Visitor: \_\_\_\_\_

## Patriot Stadium - Home Side



Visitor Bleachers

Rolling Gate

Snack Bar

Ticket Gates

From Stairs





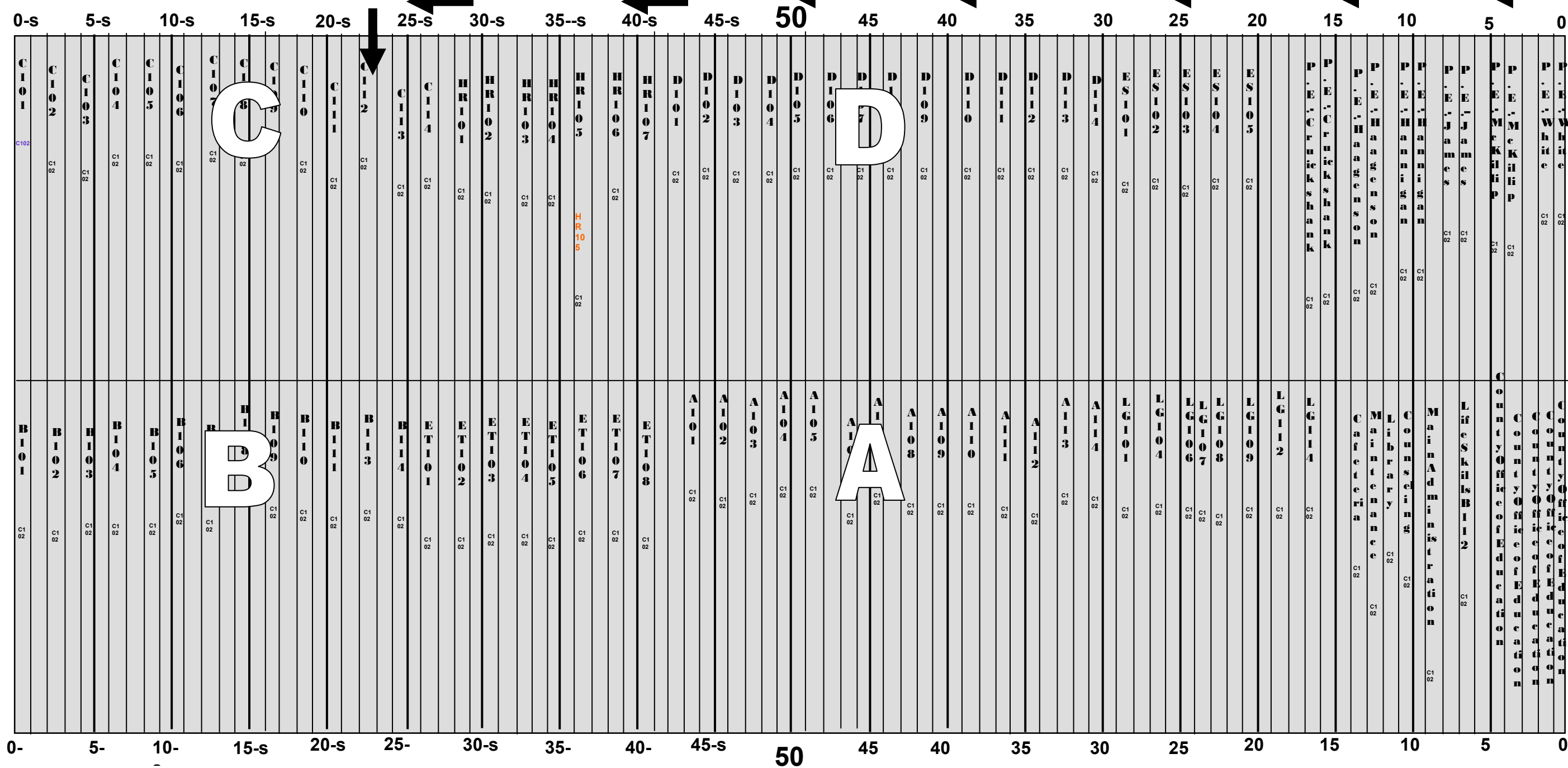
# EVACUATION MAP — SLC-C & HR

Room #: \_\_\_\_\_

## Patriot Stadium - Home Side

Report to Yard Line: \_\_\_\_\_

Home: \_\_\_\_\_ Visitor: \_\_\_\_\_



Visitor Bleachers

Rolling Gate

Snack Bar

Ticket Gates

# EVACUATION MAP — SLC-D & ES

Room #: \_\_\_\_\_

Report to Yard Line: \_\_\_\_\_

Home: \_\_\_\_\_ Visitor: \_\_\_\_\_

## Patriot Stadium - Home Side

