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Sergio Espinoza, State & Federal Projects

Heber Elementary School District Comprehensive School Safety Plan 2021 - 2022 2022 - 2023

Updated: January 20, 2022

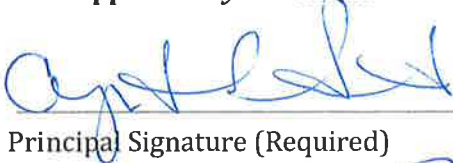
Board Approved: February 10, 2022

We, the School Site Council/School Safety Planning Committee, have read and approved this Comprehensive School Safety Plan pursuant to Education Code 35294.1 (2) and (3). We have consulted with a representative of a law enforcement agency in the writing and development of the comprehensive school safety plan. It addresses the safety concerns identified through a systematic planning process. It identifies strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

Signatures

Date Approved by the Committee:

January 20, 2022 (Heber School) and January 26, 2022 (Dogwood School)



Principal Signature (Required)



Teacher Signature (Required)



Classified Employee Signature (Required)



Parent/Guardian Signature (Required)



School Site Council



Other Signature

Verifications

This plan has been reviewed and evaluated by March 1st.

 Confirmed

The following were notified the public meeting:

- Imperial County Office of Education
- City of El Centro
- Heber Teachers Association (HTA)
- Classified Employees School Association (CSEA)

This plan was communicated to the public at a public meeting on **January 20, 2022 (Heber School) and January 26, 2022 (Dogwood School).**

Consultation with Law Enforcement Agency

School Site Council/Planning-Committee must consult with a representative from a law enforcement agency in the writing and development of the School Safety Plan. The following representative was consulted during the development of this plan.

Name of Law Enforcement Representative: Sargent J. Cabanillas

Date of Consultation: January 10, 2022

Assessment Data

The School Safety Plan must include an assessment of the current status of school crime committed on the school campus at school-related functions. This may be accomplished through various types of assessment data.

Assessment data included in this plan includes:

- Local law enforcement crime data
- Suspension/Expulsion data
- California Longitudinal Pupil Achievement Data System (CALPADS)
- Attendance rates/School Attendance Review Board (SARB)

Safety Strategies

The School Safety Plan must include an identification of appropriate strategies and programs that provide/maintain a high level of school safety.

Safety Strategies are included in this plan:

Yes

Board of Education

Helen Molina, Trustee

Diana Melissa Navarro-Barrios, Trustee

Albert Padilla, Trustee

Tony Sandoval, Trustee

Pompeyo Tabarez, Trustee

District Administration

Juan Cruz, Superintendent

Patty Marcial, Assistant Superintendent

Sergio Espinoza, Director of Special Projects

David Ostermann, Director of Fiscal Services

School Administration

Cynthia Silva, Principal Heber School

Darlene Herrera, Principal Dogwood School

Elizabeth Goff, Assistant Principal Heber School



*44 E. Correll Road
Heber, CA 92249
760-337-6534*



*1052 Heber Avenue
Heber, CA 92249
760-337-6530*

School Safety Committee

| Title | Name |
|---|-------------------------------------|
| Superintendent | Juan Cruz |
| Assistant Superintendent | Patty G. Marcial |
| Principal, Dogwood | Darlene Herrera |
| Principal, Heber | Cynthia Silva |
| Assistant Principal, Heber | Elizabeth Goff |
| Maintenance & Operations/Transportation (MOT) Director | Jeremy Nielson |
| Dogwood Counselor | Elizabeth Vasquez Jenifer Torres |
| Heber Counselor | Rosa Nava Gloria Gutierrez |
| Dogwood Administrative Assistant | Pamela Dena |
| Heber Administrative Assistant | Almendra Guerrero |
| Resource Clerk | Elizabeth Camarena |
| Student Welfare & Attendance Specialist | Adriana Favela |
| Parents | Dogwood and Heber |

Comprehensive School Safety Plan Purpose

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

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

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

Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

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

- Assessment of the current status of school crime or crimes at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Earthquake Emergency Procedures
- Procedures to allow for mass care or welfare shelters
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Access to the school campus (visitors)
- Rules and procedures on school discipline
- Crisis Response Plan (Emergency Operating Procedures)
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card. A copy of the Comprehensive School Safety Plan is available for review on the District website www.hesdk8.org.

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Section 1: HESD Purpose Statement & Safe School Vision

Purpose Statement

The Heber Elementary School District is committed to ensure the safety of students, staff, and visitors. Our purpose is to educate and empower our community so that we create confident leaders and learners.

Safe School Vision

We will...

1. Protect the life and safety of students and staff.
2. Provide a framework for staff, students, parents, and community agencies to respond quickly and effectively to emergency situations, and educate them on their roles and responsibilities before, during, and after an incident.
3. Provide a safe, orderly, and secure environment conducive to learning.
4. Create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
5. Work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
6. Develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors, and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
7. Develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
8. Work collaboratively with our feeder high school to assist in a smooth transition from one school level to another.
9. Solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

SCHOOL PROFILES

The Heber Elementary School District (HESD) is a two-school site district serving transitional kindergarten through eighth grade students. The school district is located in Imperial County, six miles from the US/Mexico border. Heber is a small, rural agricultural community with a population of over 6,500 (HPUD) (4,275 Census 2010).

Dogwood Elementary houses transitional kindergarten through third grade students and fourth through eighth grade students attend Heber School. HESD schools have received national and state recognitions for academic excellence. For several consecutive school years, both schools have been named Honor Roll Schools by the California Businesses for Excellence in Education as well as receiving the Title I Academic Achievement Awards. Heber School received national recognition as a high performing model middle school and has been named a “Schools to Watch” school for a second term. Most recently, Dogwood and Heber Schools were awarded the 2016 Gold Ribbon Award by the California Department of Education.

The academic success of our students is evident by the commitment of the whole school. Children enrolled in our school district are taught by highly qualified teachers and paraprofessionals. They receive academic, emotional, and social support from support staff as well as site and district administration. HESD continues to expand school programs to meet the unique academic needs and interests of our students. Students study in well-maintained school campuses. Both school campuses consistently receive high ratings for being kept clean, functional, and safe.

Our Governing Board continues to allocate the necessary resources to provide students the necessary resources needed for success. Our technology infrastructure is solid and the District is committed to continue purchasing technology and other resources that will advance our students and staff in providing and receiving the best school experience.

MAINTENANCE OF SCHOOL BUILDINGS/CLASSROOMS

The physical facility of each school is well maintained and orderly. District personnel periodically examine the school’s physical facility and help eliminate obstacles to school safety. The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils take pride in the appearance of the school.

Facilities are routinely inspected and maintained to achieve a clean and safe environment for students, staff and the community. Fire department inspectors assess the safety of facilities through yearly inspections, ensuring the District is complying with current fire safety regulations. In addition, mandatory fire protection system inspections are performed and documented annually, as well as monthly drills performed at the main fire panels.

Section 2: Assessment

SUSPENSIONS AND EXPULSION RATES

As a result of the statewide physical school closures that occurred in February/March 2020 due to the COVID-19 pandemic, the 2019–20 and 2020-2021 suspension and expulsion data are not comparable to similar data from other academic years.

Dogwood and Heber Schools Suspensions 2020-2021

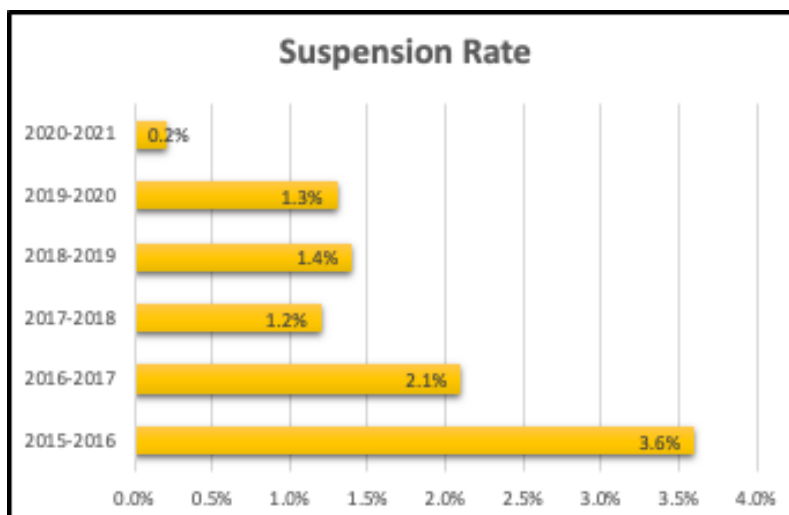
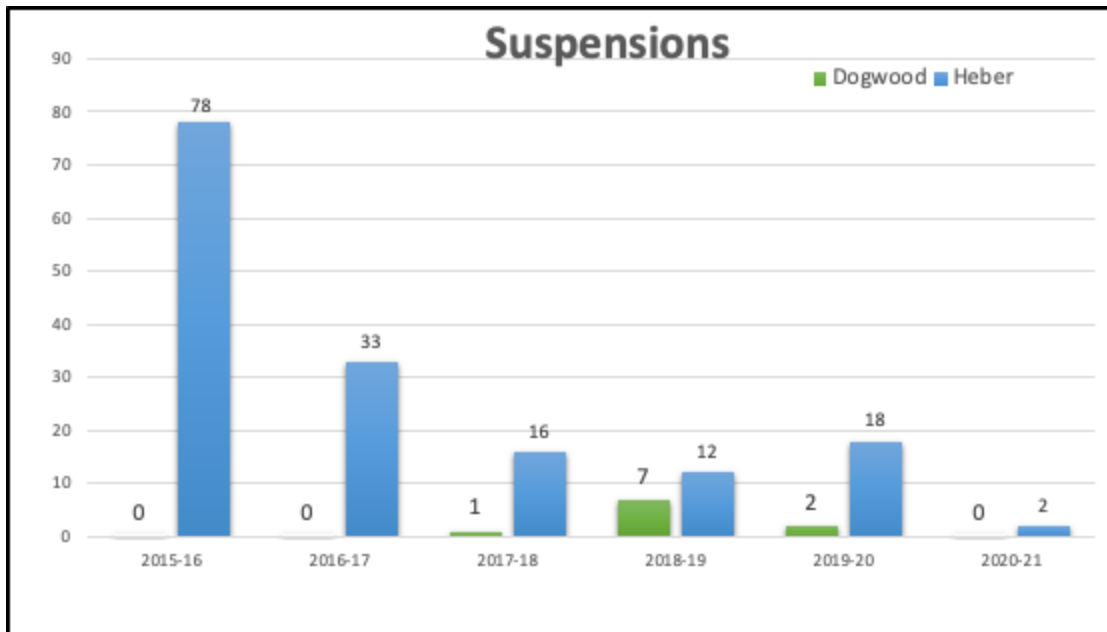
| Name | Cumulative Enrollment | Total Suspensions | Unduplicated Count of Students Suspended | Suspension Rate | Percent of Students Suspended with One Suspension | Percent of Students Suspended with Multiple Suspensions |
|------------------------------------|-----------------------|-------------------|--|-----------------|---|---|
| Dogwood Elementary | 521 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| Heber Elementary | 688 | 2 | 2 | 0.3% | 100.0% | 0.0% |
| Report Totals | | | | | | |
| Name | Cumulative Enrollment | Total Suspensions | Unduplicated Count of Students Suspended | Suspension Rate | Percent of Students Suspended with One Suspension | Percent of Students Suspended with Multiple Suspensions |
| Heber Elementary | 1,209 | 2 | 2 | 0.2% | 100.0% | 0.0% |
| Imperial County | 37,068 | 13 | 13 | 0.0% | 100.0% | 0.0% |
| Statewide | 5,452,126 | 14,334 | 11,793 | 0.2% | 86.1% | 13.9% |

2018-2019 (as a base comparison during a regular school year)

| Name | Cumulative Enrollment | Total Suspensions | Unduplicated Count of Students Suspended | Suspension Rate |
|---------------------------------|-----------------------|-------------------|--|-----------------|
| Imperial County | 38,536 | 3,124 | 1,881 | 4.9% |
| Statewide | 5,678,140 | 335,677 | 206,391 | 3.6% |

Suspensions Six Year Comparison

| Suspensions | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--------------|-----------|-----------|-----------|-----------|-----------|----------|
| Dogwood | 0 | 0 | 1 | 7 | 2 | 0 |
| Heber | 78 | 33 | 16 | 12 | 18 | 2 |
| TOTAL | 78 | 33 | 17 | 19 | 20 | 2 |



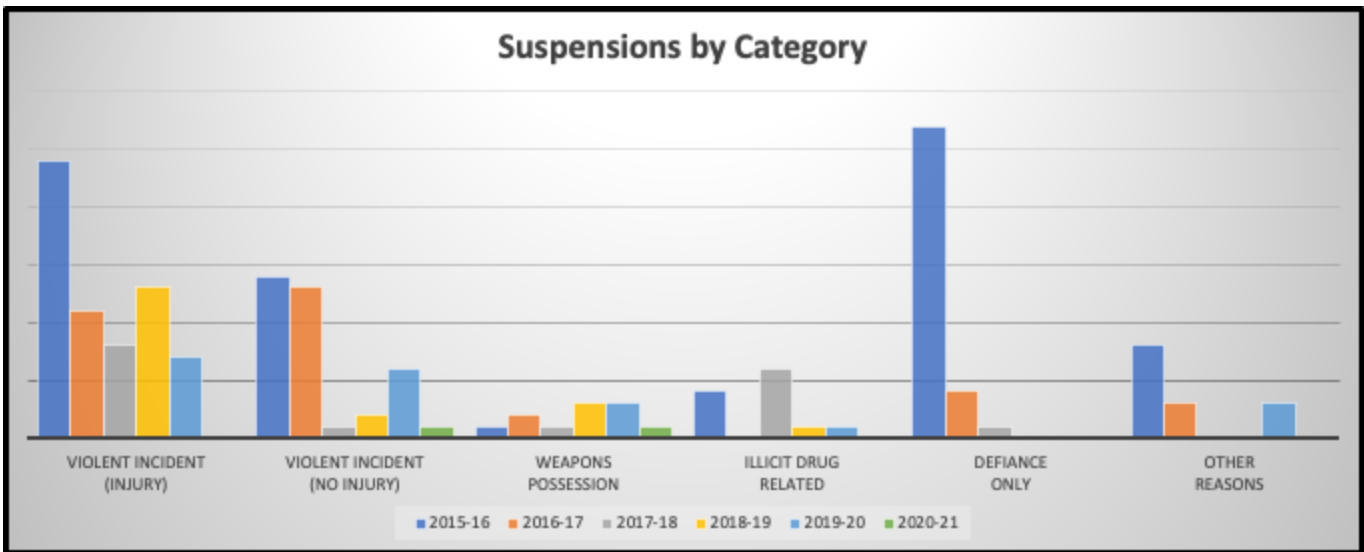
Expulsion Statistics

The following data represent the expulsions over the past three years.

| Expulsions | 2018-201 | 2019-202 | 2020-202 |
|----------------------|----------|----------|----------|
| Dogwood/Heber | 0 | 0 | 0 |

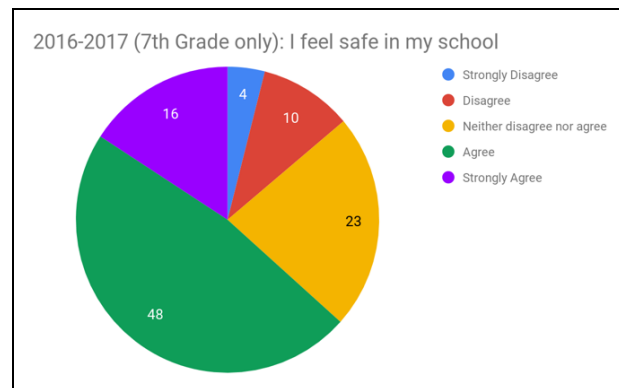
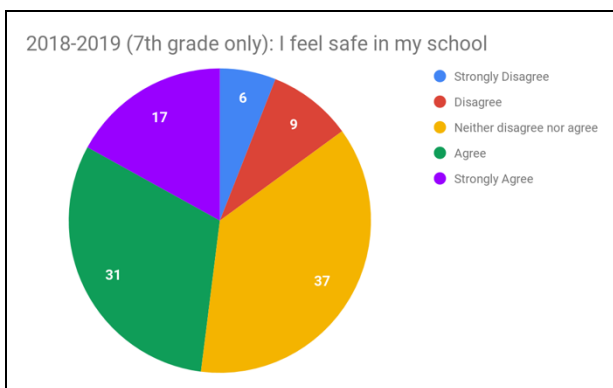
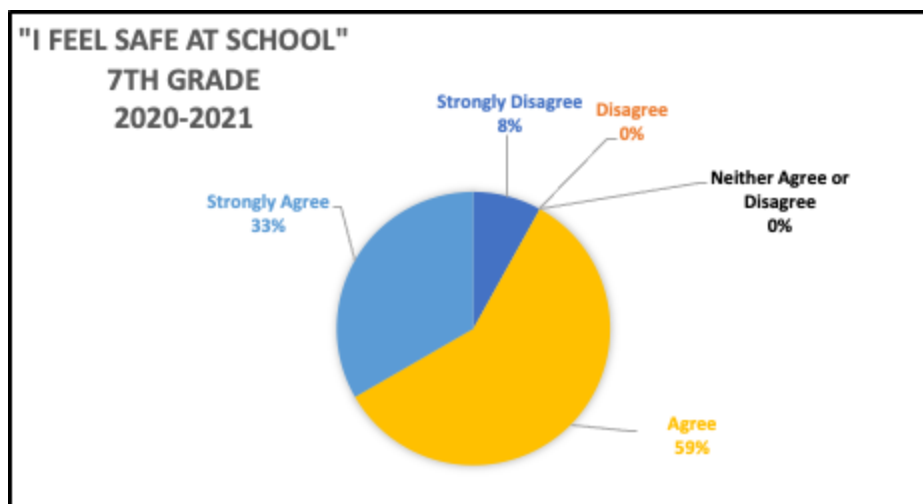
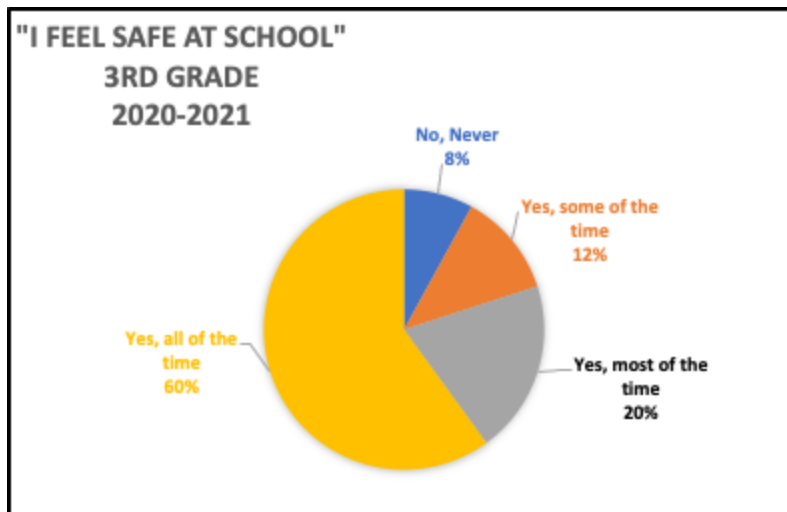
SUSPENSION AND EXPULSION ANALYSIS

| Suspensions | Violent Incident (Injury) | Violent Incident (No Injury) | Weapons Possession | Illicit Drug Related | Defiance Only | Other Reasons | Total Suspensions |
|--------------|---------------------------|------------------------------|--------------------|----------------------|---------------|---------------|-------------------|
| 2015-16 | 24 | 14 | 1 | 4 | 27 | 8 | 78 |
| 2016-17 | 11 | 13 | 2 | 0 | 4 | 3 | 33 |
| 2017-18 | 8 | 1 | 1 | 6 | 1 | 0 | 17 |
| 2018-19 | 13 | 2 | 3 | 1 | 0 | 0 | 19 |
| 2019-20 | 7 | 6 | 3 | 1 | 0 | 3 | 20 |
| 2020-21 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Total | 63 | 37 | 11 | 12 | 32 | 14 | |



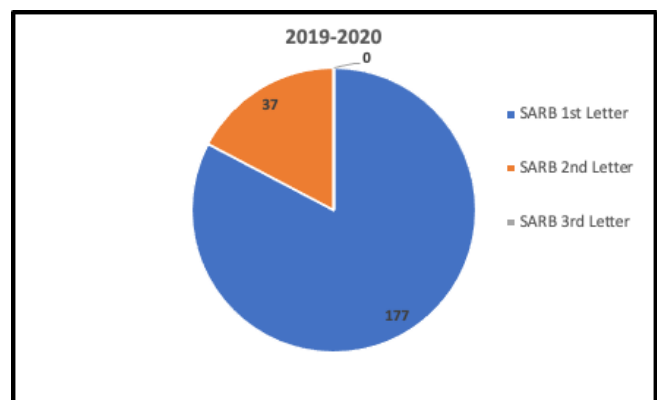
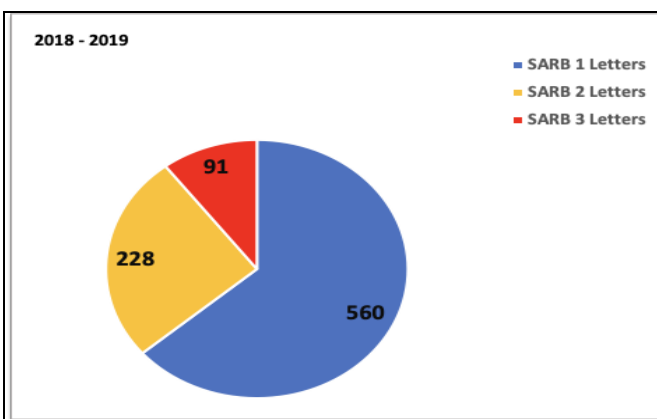
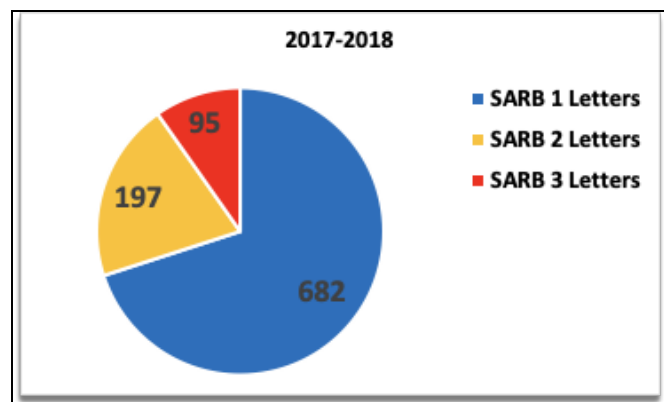
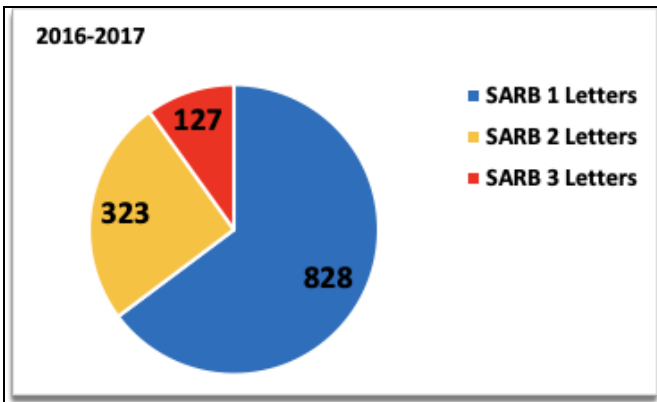
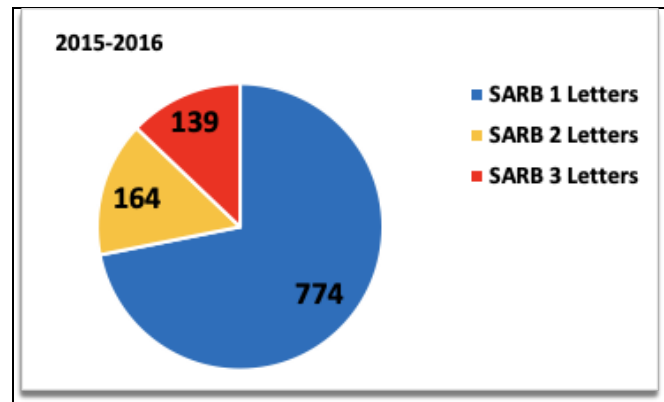
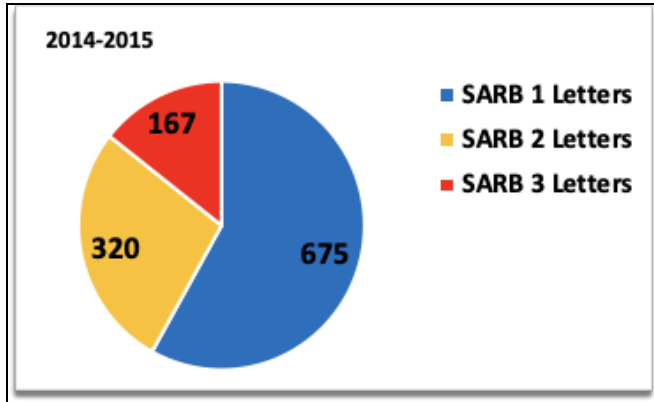
Suspension and expulsion policies are determined by the District. The District follows Education Code 48900 and District Policy/Administrative Regulations which outline discipline policies including suspensions, expulsions and student rights. We also use alternative interventions to best support our students. Our schools emphasize student responsibility for personal actions and finding appropriate solutions.

Analysis of California Healthy Kids Survey on School Safety



STUDENT ATTENDANCE REVIEW BOARD (SARB) LETTERS

The Heber Elementary School District coordinates a Student Attendance Review Board (SARB) and employs a Student Welfare and Attendance Specialist. We send notices to parents whose children are frequently absent, whether they are excused absences or not, and work with families to find solutions to help students be in school every day possible.



Section 3: Concept of Operations/Disaster Preparedness Plan

This disaster plan has been prepared in compliance with California Administrative Code Title 5 Education Code Section 560 and the California Code 8607 California Standardized Emergency Management System (SEMS)

Section 8607 of the California Government Code requires that state and local governments including special districts (i.e., schools) be prepared to respond to emergencies using the SEMS. SEMS must also be used for school planning and training.

SEMS GENERAL OVERVIEW

What is SEMS?

SEMS is a management model used to centralize, organize, and coordinate school response to an emergency crisis. The model facilitates the flow of information and resources, the use of standardized terminology and assignments, while allowing you flexibility to expand or contract your operations depending on the scope of the incident.

Purpose

The purpose of this Disaster Preparedness Plan is:

- To provide specific guidelines and procedures for all district personnel to use in responding to emergency situations and to ensure that district personnel will be prepared to respond to any disaster or emergency in an orderly and effective manner.
- To provide the school sites with guidelines for developing supplementary site specific plans.
- To provide guidelines for each school site to use in providing emergency response training to all employees and students.
- To provide each school site with guidelines for the equipment and supplies to have available prior to a disaster.

SITE SPECIFIC DISASTER PLAN

The principal will maintain a site-specific School Disaster Plan based on the District Disaster Plan (SEMS). The staff of each school must be familiar with the emergency response procedures. All staff members will be trained to meet emergencies and to provide students with the instruction and practice they need in order to respond appropriately during emergencies and disasters. Each school site will use the Incident Command System (ICS) when responding to an emergency.

The principal or designee will activate the School's Emergency or Crisis Plan in a major disaster or when an emergency exists or threatens to exist that may impact the safety and well-being of students, employees and surrounding community. When the Emergency Crisis Plan is activated, staff will follow an Incident Command System (ICS). ICS is an organizational structure used by all emergency responders in the State of California when responding to an incident.

ICS ensures centralized direction and coordination. Under ICS, one person (the Incident Commander) is in charge of the emergency at the school site. The incident commander has full authority to command and direct resources. The principal/designee is typically the Incident Commander.

Depending on the nature and scope of the emergency, the principal/designee may appoint Officers to oversee the four other functions: Planning, Operations, Logistics, and Finance and Administration. If the situation warrants, the principal/designee can perform any or all five functions.

Each school site principal shall make the staff assignments according to the five SEMS functions.

INCIDENT COMMANDER RESPONSIBILITIES

The Incident Commander is responsible for overall policy, direction and coordination of the emergency response effort during the incident. This Commander is also responsible for interacting with responding agencies.

Responsibilities:

1. Assess emergency or threat and impact to students, staff, school property and surrounding community.
2. Activate emergency plan and Incident Command System.
3. Establish an Incident Command Post.
4. Develop and communicate a plan of action.
5. Provide the district with a site specific status report.
6. Authorize any release of public information.
7. Release teachers as appropriate.
8. Declare end of emergency-initiate recovery if appropriate.
9. Remain in charge of your campus until redirected/released by the Superintendent or relieved by fire or law enforcement incident commander.

OPERATIONS OFFICER RESPONSIBILITIES

The Operations Officer is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Responsibilities:

1. Coordinate Staff Buddy Assignments
2. Coordinate Student Messengers
3. Coordinate Search and Rescue
4. Coordinate Campus Check and Security

5. Coordinate Medical Aid
6. Coordinate Mental Health Counseling
7. Coordinate Student Care
8. Coordinate Student Release
9. Ensure teams have sufficient supplies
10. Reassign staff as needed
11. Schedule breaks and back-up for staff
12. Coordinate mental health responsive activities

PLANNING AND INTELLIGENCE OFFICER RESPONSIBILITIES

The Planning and Intelligence Officer is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the future.

Responsibilities:

1. Collect all information pertinent to incident (internal and external)
2. Analyze information for potential impacts or changes
3. Prepare and update status reports
4. Manage and update status board

LOGISTICS OFFICER RESPONSIBILITIES

The Logistics Officer is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Responsibilities:

1. Open disaster container
2. Distribute supplies, kits, etc.
3. Set-up various staging area(s) for sanitation, feeding, etc.
4. Sign-in volunteers and assign to various sections needing assistance
5. Determine whether additional equipment supplies, or personnel is needed
6. Make arrangements for transport of supplies and lodging of personnel

FINANCE AND ADMINISTRATION RESPONSIBILITIES

The Finance and Administration Officer is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Responsibilities:

1. Document all supplies redirected to emergency
2. Document all personnel time redirected to emergency (number of hours with description of activities performed)
3. Check with all Officers to determine whether additional supplies, etc. will need to be purchased.
4. Purchase needed items
5. Document all activities

Each School Site Disaster Plan must include the following:

- Evacuation map
- Disaster map showing the location of disaster supplies, student checkout station, first aid area, morgue, and emergency toilet area
- Current employee assignments during a disaster (search and rescue teams, first aid teams, command center coordinators)
- Student and employee accounting systems and forms
- Student check-out procedure

Section 4: Preparedness Efforts

EMERGENCY PREPAREDNESS

Emergency preparedness at schools starts with school staff emergency preparedness at home. To ensure staff are able to adequately respond to an emergency, disaster, or event, the following personal preparedness measures should be taken:

1. Create a 72-hour emergency supply kit for the home.
2. Create an emergency car/office kit.
3. Develop a plan to reunite with family members.
4. Pack emergency supplies in the trunk of your car including:
 - o Warm clothing
 - o Non-perishable food and water
 - o Needed medication and first aid supplies
 - o Personal hygiene supplies
 - o Fully fueled vehicle

In the classroom, at the start of each school year, teachers should:

1. Remove all heavy items stored on top of cabinets.
2. Lock wheels on movable cabinets.
3. Place student desks away from glass and file cabinets as much as possible.
4. Ascertain that file cabinet doors are aimed away from students.
5. Post the emergency evacuation map on your door so that a substitute can find it easily.
6. Post the name of your partner teacher and room number on your door.
7. Walk your emergency exit route. Note overhangs, electrical wires, and other hazards that must be avoided during an evacuation.

DISASTER SERVICE WORKERS

Section 3100 of the California Government Code states that public employees are disaster service workers who are subject to the disaster service activities assigned to them by their superiors or by law. The term *public employees* includes all personnel employed by State of California agencies, California county and city agencies, and public districts. Heber Elementary School District Employees are designated as disaster service workers. Section 3100 of the California Government Code applies to Public School Employees for cases in which:

1. A local emergency has been proclaimed.
2. A State of Emergency has been proclaimed.
3. A Federal disaster declaration has been made.

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

DISTRICT RESPONSIBILITIES

In case of a declared emergency by the Superintendent during school hours, all students will be required to remain at school at or an alternate safe site under the supervision of the school principal or other school staff assigned by the principal or designee. Students will not be permitted to leave the school site until:

Regular dismissal time and only if it is considered safe to do so.

1. An adult authorized by the parent or legal guardian whose name appears on the *Student Emergency Information Form* arrives to pick-up the student.

PARENT/GUARDIAN RESPONSIBILITIES

Parents and legal guardians of students update the *Student Emergency Information Form* each year. In case of a declared emergency, students will be released only to persons designated on this form. Parents/guardians are responsible for ensuring that information on the *Student Emergency Information Form* is current at all times.

Parents/guardians are asked to share with the schools the responsibility for informing students what they should do in case of an emergency, disaster, or event. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

It is critical that students do not have directions from parents/guardians that are contrary to the District's stated policy on retention at school and authorized release in case of a severe emergency.

PRACTICE DRILLS

Each school site is responsible for conducting routine earthquake and fire drills. The principal or designee shall keep a record of each drill conducted.

EARTHQUAKE DRILLS

Protective measures to be take before, during, and after an earthquake must include a program to ensure that the students and the certificated and classified staff are aware of, and have been properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297).

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

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.

2. A drop procedure which means an activity whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school year quarter at each site. The principal or designee shall keep a copy of each drill conducted.

Standards for a Successful Earthquake Drill:

1. All staff and students can hear the earthquake alarm.
2. Immediately after the earthquake alarm sounds, all staff and students shall perform the **Drop, Cover, and Hold** procedure.
3. Evacuation shall occur when directed by the principal or designee.
4. Teachers and students will gather in an orderly fashion in pre-designated evacuation areas.
5. Teachers will take roll once in the evacuation area. Any missing students will be immediately reported to the principal or designee.
6. Upon sounding the all clear, students and staff will return to their appropriate classroom.

FIRE DRILLS

The principal or designee shall hold a fire drill at least once a month in all elementary and middle schools. (Code of Regulations, Title 5, Section 550)

The following standards must be met to ensure a successful drill:

1. All staff and students can hear the fire alarm.
2. Orderly evacuation begins immediately and is completed within minutes of the initial alarm, with minimal congestion while walking to the designated area.
3. Teachers and students will gather in an orderly fashion in pre-designated evacuation areas away from fire lanes.
4. Teachers will take roll once in the evacuation area. Any missing students will be immediately reported to the principal or designee.
5. Upon sounding the all clear, students and staff will return to their appropriate classroom.

CLOSING OF SCHOOLS

Before school has begun for the day:

If one or all schools cannot open due to hazardous road conditions or other factors, the Superintendent will declare a school closure for one or all schools. Employees will be notified by telephone, email, or text. The Superintendent or designee will notify the local radio stations to announce the school closure. If conditions allow, district office personnel, administrators, custodians, maintenance personnel, and school secretaries will report to work.

Once school has begun:

School will not close early once the school day has begun. Once school has started for the day, each student will remain at school until the regular dismissal hour or until the student is checked-out by an adult listed on the emergency form. During inclement weather, the site principal or designee will remain on campus until all bus runs have been completed and all students have been picked-up from school.

The Maintenance & Operations/Transportation (MOT) Director will immediately notify the principal and Superintendent if road conditions necessitate the return of students to school.

In the event of an earthquake or other disaster that prevents parents and other designated adults from picking up students, students will remain at school. The district will maintain food and other supplies needed for an extended stay.

SCHOOL EVACUATION

If an individual school must be evacuated due to flooding, fire, or destruction of facilities, students will be evacuated by school bus or other means to another district school site. In this event, the Superintendent or designee will notify parents through the school messaging system, telephone, email, or text of the evacuation relocation site and will coordinate the evacuation with the principals.

Primary Off-Site Evacuation/Assembly Location: Empty Lot/Field Across from school

COMMUNICATION PLAN

In the case of an emergency, Superintendent or designee will notify parents and community through the following methods:

- School Messaging System – Apptegy, Remind App
- Social Media
- Radio Station: KXO 1230AM - Emergency Alert System Countywide Broadcast

Section 5: Emergency Response Roles

Response

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately - a school administrator, employee, 911 Dispatcher, local fire department or sheriff department, as appropriate.

SUPERINTENDENT

The Superintendent will:

1. Ensure that each school principal, the transportation department, the maintenance and custodial department, and the cafeteria department are trained in the use of the disaster plan.
2. Set-up an Emergency Operations Center/ Incident Command Post (at the school site level) when an emergency crisis occurs.
3. Direct the district level personnel during a disaster including:
 1. Assistant Superintendent
 2. Director of Special Projects
 3. Director of Business Services
 4. Maintenance & Operations/Transportation (MOT) Director
 5. Food Services Manager
2. Arrange for the assessment of damage after a disaster.
3. Set-up a specific plan of action for the repair and reopening of the district's facilities and transportation network.
4. Serve as the spokesperson for the district to the media after a disaster.
5. The Superintendent or designee will provide each principal with a copy of the Disaster Preparedness Plan.
6. The Superintendent will direct all principals to become familiar with the plan and to ensure that teachers, other staff and students are trained annually in the implementation of the plan.

MAINTENANCE & OPERATIONS/TRANSPORTATION (MOT) DIRECTOR

The MOT Director will:

1. Provide training for all bus drivers on the District Disaster Plan (SEMS).
2. Coordinate the transportation of students home or to designated evacuation sites.

3. Be responsible for the emergency communications system using the school bus radios and district base station.
4. In a disaster, assign at least one bus to each school site to provide communication when phone service is not available.

PRINCIPAL/ASSISTANT PRINCIPAL

The Principal/Assistant Principal will:

1. Ensure that all site personnel are familiar with the procedures in the District Disaster Plan (SEMS).
2. Provide information to parents/guardians annually about the guidelines and procedures of the disaster plan as well as the parents' responsibilities under the plan.
3. Work in coordination with the MOT Director and Food Services Manager to maintain coordinate disaster preparedness efforts at the school site.
4. Conduct fire, earthquake, and lockdown drills as required by law.
5. Prepare a school disaster map indicating safe areas to set-up first aid care, temporary toilet facilities, food and water dispersal, disaster supply storage area, search and rescue areas, and communication center.
6. Coordinate the implementation of the District Disaster Plan (SEMS) in an actual event.
7. Designate a person who will assist in a disaster situation in an absence.
8. Work in coordination with the Office of Emergency Management System (OEMS) if the school is designated as an evacuation center.
9. Consult with the Superintendent before re-occupying buildings.
10. The principal or designee will review the inventory of the school's emergency preparedness equipment and supplies and arrange to have food, water, and other supplies replaced as needed.
11. The principal will develop a plan for employee assignments during an earthquake including
 - o Search and Rescue Teams
 - o Security and Utilities Team
 - o First Aid/Medical Team
 - o Crisis-Psychological First Aid Team
 - o Assembly Area Team
 - o Request/Reunion Gate Teams
 - o Command Center
12. The principal will inform parents/guardians of the procedures for releasing students after a disaster.

13. The principal will coordinate all emergency response efforts through the Command Center during a simulated or actual earthquake including:
 - o Coordinate the search and rescue process
 - o Confirm the total evacuation of the buildings
 - o Confirm the shut off gas and electricity when necessary
14. Wait for direction from the Superintendent before re-occupying buildings.
15. Remain on duty until dismissed by the Superintendent.

COUNSELORS & PSYCHOLOGIST

The Counselors & Psychologist will:

1. Provide for the safety of the emotional and psychological well-being of the students during an emergency.
2. Know and follow the district and individual school disaster plans.
3. Remain on duty until dismissed by the principal or designee.

SCHOOL SECRETARIES AND LIBRARY CLERKS

The School Secretary and Library Clerks will:

1. Provide for the safety of essential school records and take the emergency forms during an evacuation.
2. Inventory medications and transport to the evacuation site.
3. Supervise the checking-out of students to authorized parents/guardians.
4. Responsible for ordering sufficient supplies of first aid materials and the inventory/availability at each school.
5. Remain on duty until released by the principal.

FOOD SERVICE MANAGER

The Food Services Manager will:

1. Responsible for the opening of the food preparation center when and if a school is designated as a disaster center. Manager will assist the OEMS or other designated officials.
2. Direct and account for the use of cafeteria stock, water supply, hours of operation, and personnel used whenever feeding becomes necessary during a disaster.
3. Organize and maintain a plan of action for the food service personnel and facilities and keep the district Superintendent informed about the plan and the personnel needed.
4. Remain on duty during a disaster until released by the Superintendent.

MAINTENANCE/CUSTODIAL PERSONNEL

Maintenance and Custodial Personnel will:

1. Familiar with and responsible for the use of emergency equipment, the handling of supplies, and the safe use of available utilities.
2. Know and follow the district and individual school disaster plans.
3. Know the location of main shut-off valves for gas, water, and electricity and take preventative measure to minimize hazards that may result from broken or "down" lines or fire.
4. Take any steps necessary to conserve usable water supplies.
5. Familiar with the school plan and report damage to the school principal/designee and the Superintendent.
6. Direct and assist in fire-fighting until regular fire-fighting personnel take over.
7. Direct and assist in rescue operations as requested.
8. Distribute supplies and equipment as requested.

BUS DRIVERS

Bus Drivers will:

1. If on the road, report by radio to the transportation department.
2. Return children to school if there is radio contact.
3. Supervise and care for the students at the designated bus stops when a disaster occurs.
4. Provide first aid for students in care.
5. Stay with the children until further instructions are received from the MOT Director.
6. Communicate with the MOT Director as soon as possible.
7. Assist in emergency efforts at the school site as directed by the MOT or principal/designee.

INSTRUCTIONAL AIDES AND PUPIL SUPERVISORS

Instructional Aides and Pupil Supervisors will:

1. Report by radio any accident or injury to Office.
2. Stop crossing the children to maintain safety.
3. Call 911 immediately to report injury.
4. Supervise and care for the student(s) when a disaster occurs.
5. Provide first aid/CPR for students.
6. Stay with the students until further instructions are received from the office and/or administration.
7. Report as much information as possible of all vehicles and pedestrians involved.

8. Report to administration as soon a possible.
9. Assist in emergency if directed by site administration.

TEACHERS

The Teachers will:

1. Become familiar with the District Disaster Plan (SEMS)
2. Provide annual instruction to students in the drills and procedures of the Disaster Plan.
3. Maintain a current roll sheet for each class; check roll during each drill and actual disaster; report any missing students to the Command Center.
4. Supervise students during drills and actual disasters.
5. Carry out other duties assigned by the principal or designee.
6. Teachers will provide classroom instruction on the school's earthquake disaster preparedness procedures before the end of October.
7. Teachers will be responsible for students during a disaster. They will orient the students periodically on disaster drill procedures and will conduct disaster drills. Teachers should remain with their students unless they are assigned to other specific duties. Teachers will keep rosters (Homeroom, Periods, ELD, ROAR, SOAR etc.)in their possession during drills and alerts.

All school district employees will remain on campus and carry out their assignments until officially released by the Superintendent or principal.

Section 6: Emergency Response Actions

General Responsibilities

If a disaster were to occur during school hours, the primary responsibility is to ensure the safety and security of students and staff. We can expect flight and panic to some degree, however most students will look to staff for their safety and proper actions in a disaster.

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections.

LEVEL OF EMERGENCIES

Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency that has occurred (Earthquake, Fire, Active Shooter, Bomb Threat, Chemical Spill, etc.)

Identify the Level of Emergency

The second step in responding to an emergency is to determine the *level* of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below. **(In calling 911, simply state whether there is a threat or not. Do not use “Levels” as different agencies use different terminology)**

ACTIVATION LEVEL

- **Level 1 Emergency:** A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 1 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.
- **Level 2 Emergency:** A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.
- **Level 3 Emergency:** A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

IMMEDIATE RESPONSE ACTIONS

Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover
- Shelter-In-Place
- Lock Down
- Evacuate Building
- Off-Site Evacuation
- All Clear

Description of Action

The principal or designee will make the following announcement on the intercom system. If the intercom system is not available, the principal or designee will use other means of communication, i.e. hand-held radios, messengers, etc. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

DUCK AND COVER

This action is taken to protect students and staff from flying or falling debris.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

- If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
- If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
- Teachers and students should move away from windows.

SHELTER-IN-PLACE

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut-down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

- If inside, teachers will keep students in the classroom until further instructions are given.
- If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium, etc.). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
- Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

LOCK DOWN

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

- If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.

- If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium, etc.).
- Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or designee or law enforcement.
- The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

EVACUATE BUILDING

This action is taken after the decision is made that it is unsafe to remain in the building.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR STUDENT ROSTER AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

- The principal or designee will initiate a fire alarm.
- Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
- Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
- Once assembled, teachers and students will stay in place until further instructions are given.

OFF-SITE EVACUATION

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR STUDENT ROSTER AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

- The principal or designee will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
- Once assembled off-site, teachers and students will stay in place until further instructions are given.
- In the event clearance is received from appropriate agencies, the principal or designee may authorize students and staff to return to the classrooms.

ALL CLEAR

This action is taken to notify teachers that normal school operations can resume.

“YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

- This action signifies the emergency is over.
- If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

ACCIDENT AT SCHOOL

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Forms are available at the school office.

STAFF ACTIONS:

- Report an accident to the principal and school office.
- Provide for immediate medical attention, including performing necessary life sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to the school office or school nurse for assistance. Document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Provide appropriate medical attention.
- Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Post general procedures in the office explaining when parents/guardians are to be notified of minor mishaps.
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building.
- Provide each teacher with information about students in the classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

ACTIVE SHOOTER OR ASSAILANT / ARMED INTRUDER ON CAMPUS

Active shooter situations are unpredictable and evolve quickly. Staff members have a very limited amount of time in which to commit to a course of action. Staff should remain calm and immediately assess both the situation and the surrounding environment and then respond to the situation based upon their training.

Procedure

1. If an armed assault occurs on or near the campus, personnel who observed the assault should immediately notify the principal or designee and call 911.
2. The principal or designee will initiate the appropriate response actions, which may include Shelter-in-Place, Lockdown, On-Campus Evacuation, or Off-Campus Evacuation.
3. The principal or designee should also call 911 and provide the exact location, description, and nature of the incident. The designated person should remain on the phone line with the 911 dispatcher until law enforcement personnel arrive on scene.
4. If it is safe to do so, school staff should attempt to isolate and secure students away from the perpetrator(s). Staff should take steps to calm and control students.
5. School staff and students will need to choose from the 3 options: Hide, Run, Fight
 1. **Hide:** should remain in secured areas until local authorities arrive and are able to neutralize the perpetrator(s). Inside the classroom, teachers should do the following:
 - Instruct students to lie flat on the floor, move away from doors or windows and remain quiet.
 - Turn off lights, lock doors, and close any shades or blinds. The goal is to hide and make your room look vacant
 - Silence cell phones.
 - Remain in the classroom or secured area until further instructions are provided by the school administrator or law enforcement.
 2. **Run/Evacuate:** should it be safe for students and staff to attempt to evacuate the premises. Be sure to:
 - Have an escape route and plan in mind
 - Evacuate regardless of whether others agree to follow
 - Leave your belongings behind
 - Help others escape, if possible
 - Prevent individuals from entering an area where an active assailant may be
 - Keep your hands visible
 - Follow the instructions of any police officers
 - Do not attempt to move wounded people
 - Call 911 when you are safe
 3. **Fight:** as a last resort, and only when your life is an imminent danger, attempt to disrupt and/or incapacitate the active shooter by:
 - Acting as aggressively as possible
 - Throwing items and improvising weapons
 - Yelling
 - Committing to your actions

AIRCRAFT CRASH

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

- Notify Principal.
- Move students away from the immediate vicinity of the crash.
- EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene.
- Take class roster/nametags and emergency backpack.
- Check the school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION.
- Notify Superintendent, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine the extent of injuries.

Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Initiate SHELTER IN PLACE, if warranted.

- Initiate EVACUATION for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify Superintendent, who will contact the Office of Emergency Services.

Fire department officials will secure the area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so.

AIR POLLUTION / SMOKE FROM AREA FIRES

Superintendent's Responsibilities:

1. When air pollution or smoke has reached a level necessitating the restriction of physical activities during the school day, the warnings and "all clear" will be communicated by the Superintendent or designee to the affected schools.
2. The Superintendent or designee will monitor air pollution information for the area through the Air Quality Monitoring Board.

Principal's Responsibilities:

1. The principal will apprise the Superintendent of any special local condition such as a field or hay stack fire.
2. The principal at the affected school will then immediately alert all employees and students to the air pollution levels.

Declared Stage 1 Air Pollution Episode

1. The principal or designee will notify staff and teachers of the existence of a Stage 1 Air Pollution Episode.
2. Teachers and staff will stop all competitive and running activities upon notification of Stage 1 Air Pollution.
3. Coaches and teachers will postpone all scheduled games to a later date.
4. Coaches, teachers, and other staff members who supervise students with special health problems including asthma, will instruct students to follow precautions recommended by their physicians in refraining from all vigorous or strenuous activities until otherwise noted.

Declared Stage 2 Air Pollution Episode

1. Principal will implement the guidelines given for Stage 2 Air Pollution Episode.
2. Principal will inform the teachers and staff to immediately cancel all outdoor physical activity.

Declared Stage 3 Air Pollution Episode

1. Continue actions taken in Stages 1 and 2.
2. Take additional protective measures deemed necessary.

ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify principal
- Assist in getting “Epi” (Epinephrine) pen for individuals who carry them and prescription medications (kept in office).
- If an insect sting, remove stinger immediately. Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If imminent risk, call 911 (always call 911 if using “Epi” pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep an “Epi” pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal.
- Close doors as a means to isolating the animal.
- If the animal is outside, keep students inside and institute a LOCKDOWN.
- If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal
- Contact the sheriff for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside.
- Lock doors and keep students away from the windows.
- If the animal is inside, EVACUATE students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system • a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- Notify principal.
- Move students away from immediate vicinity of danger (if outside, implement OUTSIDE EVACUATION).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Send affected individuals to a designated area medical attention.
- Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate SHELTER IN PLACE.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify Superintendent of the situation.
- Turn on a cell phone, iPad, or hand-held radios and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Notify principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Implement EVACUATION or OUTSIDE EVACUATION, as appropriate.
- Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate EVACUATION of building or OUTSIDE EVACUATION to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911.
- Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT: Wash affected areas with soap and water. Do not use bleach on potentially exposed skins. Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive. Immediately remove and contain contaminated clothing

BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

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

Understand your school emergency plan.

Have pre-established notification procedures.

Know where to evacuate students if directed to evacuate.

Be familiar with the facilities; know what belongs and what doesn't belong.

Refrain from using any electronic, cellular or radio devices.

The Threat

The person receiving the message of a bomb threat by phone should try to maintain contact with the caller and ask the following:

- a. The location of the bomb?
- b. The time it is expected to detonate/explode.
- c. The reason for the bomb.
- d. What may cause it to explode.
- e. What type of bomb is it?
- f. Who are you?
- g. Why are you doing this?
- h. What can we do for you to avoid the bomb from exploding?
- i. How can you be contacted?

The person receiving the bomb threat must immediately notify:

1. Principal
2. Superintendent
3. Sheriff's Department
4. Fire Department

Evacuation

1. The principal or designee will determine, in consultation with law enforcement officials, whether to immediately move students and personnel to a safe area and wait for the arrival of law enforcement officials.
2. Generally, students will be safer in the classroom and should not be evacuated except under extraordinary circumstances.
3. If evacuation is advisable, use the established fire drill routes avoiding any specific area jeopardized by the bomb threat.
4. The principal or designee will inform teachers of the reason for the evacuation.

5. Each teacher will take a current student roster to the evacuation location. The teacher will check the roster and immediately report to the Command Center, the names of any students not accounted for.
6. After an evacuation, the principal will direct that the building or area be secured to prevent re-entry.
7. Whenever possible, water, gas, and fuel lines leading to the danger zone should be shut off.

Conducting the Search

1. All searches will be conducted only by the appropriate agency (Fire Department or Sheriff's Department).
2. Report, but do not touch, any suspicious objects.

All Clear

1. The decision to announce "all clear" will be made by the principal in consultation with law enforcement and fire department personnel and Superintendent.

BUS DISASTER

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to the MOT Director or the nearest school.

This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

Bus Procedure

Scenario 1: Earthquake

1. The driver should issue DUCK AND COVER
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set the brake, turn off ignition, and wait for the shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. If the bus is disabled, stay in place until help arrives.
6. Contact the MOT Director/School Administrator to report the location and condition of students and buses.

7. The MOT Director/School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Superintendent.
8. If instructed to continue route, the driver should:
 - A. If on route to school, continue to pick up students.
 - B. If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, return student to the school office.
 - C. If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the school administrator. Remain with the children until further instructions are received from the school administrator.
 - D. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
 - E. The driver will account for all students and staff throughout the emergency.

Scenario 2: Flood

1. DO NOT drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, stay in place until help arrives.
4. Contact the School Administrator and MOT Director to report location and condition of students.
5. The MOT Director/School Administrator will determine what additional appropriate notification(s) should be made and will brief the Superintendent.
6. In all instances, do not attempt to cross damaged bridges or overpasses.
7. The driver will account for all students and staff throughout the emergency.

Scenario 3: Serious Accident or Bus Fire

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Check for injuries and provide appropriate first aid.
5. Call 911 and Imperial County Sheriff Department and provide the exact location of the bus and wait for the arrival of emergency responders.
6. Contact the School Administrator and MOT Director to report location and condition of students.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the Superintendent.
8. Stay with the disabled bus until help arrives.
9. The driver will account for all students and staff throughout the emergency.

CHEMICAL ACCIDENT

An area accident involving a tank truck or train containing large quantities of toxic (or unknown) agents may call for immediate disaster procedure action. If the accident might endanger the school population, the following actions will be taken.

Shelter in Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, or a predator in the neighborhood. When instructed or when an alerting system triggers a Shelter in Place:

1. **Shelter:** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or Public Safety Responders.
2. **Shut:** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
3. **Listen:** Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Superintendent's Responsibilities:

1. The Superintendent or designee will monitor the emergency communication system and immediately notify the principals at affected schools in the event of a chemical spill on the roads or railway system within the vicinity of district schools.
2. The Superintendent will contact the Sheriff Department and Highway Patrol to determine whether an evacuation of students and staff from a school is advised.
3. In the event that an evacuation is required, the Superintendent will coordinate the evacuation by doing the following:
 - o Contact the MOT Director to arrange for bus transportation.
 - o Contact a neighboring district if additional bus transportation is required.
 - o Determine the safest evacuation relocation site. (Another district school or a school in another district will be considered).
 - o Contact the principal of the school to be evacuated to communicate the evacuation plan.
 - o Contact the local radio stations to alert parents to the evacuation relocation site.

Additional Steps for Teachers and Staff:

1. Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
2. Close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out.

EARTHQUAKE

Earthquake Procedures Indoors

When an earthquake occurs, the following actions shall be taken inside the school buildings and in individual classrooms:

1. The teacher or designee shall implement the Drop, Cover, and Hold action. Each student shall:
 - o **Drop** to the ground. For those students who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
 - o **Cover** under or near desks, tables, or chairs in a kneeling position with their backs to the windows.
 - o **Hold** on to the table or chair.
 - o Remain in the drop position until ground movement ends.
2. Assess the situation.
 - o Severe structural damage
 - o Fire
 - o Toxic Spill
 - o Student injuries (Render first aid if necessary)
3. Students and staff must **remain in Duck, Cover, and Hold position for 60 seconds after the earthquake stops or until alarm is activated** signaling classroom evacuation to assembly area..
4. The teacher must bring:
 - o Updated roster (Homeroom, Periods, etc.)
 - o Whistle
 - o **Red** and **green** cards! Raise a red card to indicate you have an injured or missing student or staff member.
 - Raise **green** card if all students and staff are accounted for.
5. The teacher will:
 - o Direct students to line-up and proceed to the evacuation assembly area.
 - o Hang **Red** and **green** cards on door knob:

- Hang **green** card on your door knob (outside) to indicate everyone is fine and accounted for.
 - Hang **red** card on your door knob (outside) to indicate you have an injured or missing student.
- o Take roll
 - o Report missing or injured students (Display **red** card to designated staff to account for your class)
 - o Remain with the class unless given an alternative assignment.

Earthquake Procedures Outdoors

When an earthquake occurs, the following actions shall be taken if teachers and students are outside on school grounds:

Move away from overhead hazards such as power lines, trees, and buildings.

1. Drop to the ground in the kneeling position and cover the back of your neck with your hands.
2. Do not enter any building until safe to do so.
3. Teachers and students shall stay in the open area until the earthquake is over, or until further directions are given.
4. Once the earthquake has stopped, proceed to the evacuation assembly area.
5. The teacher will:
 - o Take roll
 - o Report missing or injured students
 - o Remain with the class unless given an alternative assignment.

EXPLOSION

The following actions will be taken in the event of an explosion:

Principal's Responsibilities:

1. Call 911 and report the situation.
2. Investigate and sound the fire alarm if appropriate.
3. Notify the school district Superintendent or other appropriate school official.
4. Notify utility companies of any break or suspected break in lines that might present an additional hazard.
5. Students and staff must not return to classrooms until the fire department officials declare the area safe.

Teacher's Responsibilities:

1. The **Drop & Cover** command will be given immediately in the event of an explosion at or near the school. If the explosion occurs within the building or threatens the building, the teachers will evacuate students from the building.
 - o **Drop** to the ground. For those students who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
 - o **Cover** under or near desks, tables, or chairs in a kneeling position with their backs to the windows.

FIRE

As part of the district fire prevention and safety plan, each employee is directed to ensure that the following regulations and guidelines are followed at all times:

Flammable and combustible liquids: All flammable liquids must be stored only in original containers with appropriate warnings visible. All flammable liquids must be stored in fire resistant closets or containers.

Exits and entrances and passages clear: Furniture or other items must never block doors, hallways, and passages. Please make certain that students store their backpacks, jackets, books, etc., off of the floor. Keep cardboard and other flammable materials away from exits. Make certain that students know of any alternative exits in case of fire or other disaster.

Fire Extinguishers: Make certain that you and students know the location of the nearest fire extinguishers. Read the instructions for the extinguishers nearest you. Ask for assistance if the instructions are not clear to you. Remember that a fire is best extinguished at its base so aim the extinguisher hose at the lowest origin of the fire and sweep from side to side.

Drop and Roll: Review with students that the worst thing to do if their clothing catches fire is to run. They should “stop, drop, roll, and call for help.” To help someone whose clothing is on fire, use a blanket, jacket, or other available materials. Starting at the head of the victim, drag the blanket toward the feet, moving the flame away from the face.

Electrical Outlets and cords: Frequently inspect all electrical cords in your classroom or work area. Remove any damaged cords. Make certain that cords do not cross any exit, entrance, or passageway. Do not overload electrical outlets.

Report safety problems: Report any safety problems immediately to the principal. Follow-up the verbal report with a written maintenance request using the HelpDesk.

Principal's Responsibilities:

1. The principal will assure that all teachers and support staff are familiar with basic fire safety practices.
2. An evacuation map will be updated and distributed before the first day of instruction each school year.
3. The assembly area must be at least twenty-five feet away from a building.
4. All students, personnel, volunteers, and visitors will be required to leave the building regardless of the activities in which they are engaged.

5. The principal will confirm the evacuation of all students and personnel.
6. The principal will investigate the origin of the alarm in the event that it was not set-off at his/her discretion.

Teacher's Responsibilities:

1. The teacher will supervise the exit of the group and make certain that it is done in an orderly manner that all students leave the room together.
2. The teacher will instruct students to use alternative exits in the event of a blocked exit.
3. The teacher must bring:
 - o Updated roster (Homeroom, ELD, Periods, etc.)
 - o Whistle
 - o **Red** and **green** cards! Raise a red card to indicate you have an injured or missing student or staff member.
 - Raise **green** card if all students and staff are accounted for.
4. The teacher will:
 - o Direct students in labs to turn off motors, torches, gas and water outlets, etc. in accordance with the teacher's prearranged plan.
 - o Direct students to leave windows as they are, but doors must be closed.
 - o Direct students to line-up and proceed to the evacuation assembly area.
 - o Hang **Red** and **green** cards on door knob:
 - Hang **green** card on your door knob (outside) to indicate everyone is fine and accounted for.
 - Hang **red** card on your door knob (outside) to indicate you have an injured or missing student.
 - o Take roll
 - o Report missing or injured students (Display **red** card to designated staff to account for your class)
 - o Remain with the class unless given an alternative assignment.

Secretary's Responsibilities:

1. The school secretary will close files and remove a copy of the disaster plan emergency forms for all students in the school.

FLOOD

Superintendent's responsibilities:

1. The Superintendent will maintain contact with the MOT Director to determine whether it is safe for the buses to pick-up or deliver students during heavy rains. If it is determined that students cannot safely be transported by bus or cannot safely meet the bus, the Superintendent will determine a safe course of action which may include one of the following:
 - o Determine that school will not open for the day.
 - o Determine that students will be kept at school if school has begun.
 - o Determine that students will be evacuated to an alternative school site where parents will pick them up. In this event, the Superintendent will contact principals of each school and local radio stations with this information.

Principal's Responsibilities:

1. The principal will monitor the safety of the area in and around the school. If the principal determines that it is unsafe for students to enter and exit as usual, the principal will determine a safe course of action which may include one of the following:
 - o Provide additional supervision for arrival and/or dismissal of students.
 - o Postpone dismissal until a safe alternative plan can be developed.
 - o Contact the Superintendent and request the evacuation of students by bus to another district school.

LOCKDOWN

General Guidelines:

- Any employee or community member may request a campus lockdown, but the decision to call for a lockdown will be made by the principal, Superintendent, or designee.
- The principal or designee will see that all teachers and other staff are notified of the need for a campus lockdown and of the level of the lock (Level I or II) as soon as the decision has been made.
- As soon as possible, after an emergency lockdown has been called for, the principal or designee will inform all employees either via intercom, in writing, or verbally of the reasons for the need of a lockdown.
- Parents and other community members who ask for the reason for the lockdown either in person or by phone will be given the reason as specifically as possible under the given circumstances. Names of any students or parents involved (e.g., custody conflicts) will not be given to maintain confidentiality.
- Teacher discretion will be used in the amount of information given to students based on the age and maturity of the students. Teachers will provide students with information in a calm and reassuring manner.

- Each classroom and the school office will have a copy of the Guidelines for Emergency Campus Lockdown posted for easy referral.

Level I Lockdown Sample Situations:

- The school has been informed that a crime has been committed near the school and the criminal has not been apprehended. There is no specific reason to believe that the criminal will come to the school.
- The Sheriff's Department has informed the school that an armed and dangerous person is in the vicinity of the school and all precautions should be taken.
- The school has received a direct credible threat that someone intends to do harm to one or more persons at the school.

Level I Lockdown Procedures:

1. Lock all gates to the campus. If safe, assign an employee to monitor the main entrance(s) to allow legitimate visitors to enter.
2. The principal/designee will notify the Sheriff's Department.
3. The district office will be notified of the Level I Lockdown.
4. Each teacher and other employees will be notified in the fastest possible manner that a Level I Lockdown has been called. Any community groups on campus will be notified of the lockdown.
5. Teachers and staff will be informed of the situation which calls for the Level I Lockdown as soon as possible.
6. All students will be kept indoors under the supervision of their classroom teacher for the duration of the Level I Lockdown. Classroom and other building doors will be locked.
7. Before students may leave a building to go to the restroom, the principal/designee must be contacted if the situation allows for this. Any student who leaves the classroom to go to the restroom will be escorted by an adult.
8. If the Level I Lockdown continues during teachers' or aides' breaks or lunch period, the principal will set-up a 10-minute break release if the situation allows. The principal/designee may call for in-class eating with no outdoor recess or postpone lunch if the situation makes this advisable.
9. If the lockdown is in effect at school dismissal time, students will be dismissed until a direction to do so is received from the principal/designee. Dismissal will be delayed until the principal determines that it is safe for students to exit. All teachers will escort their students to the buses.
10. As soon as the principal/designee has determined that the dangerous situation no longer exists, he/she will inform all employees in writing or verbally that the Level I Lockdown has ended.

Level II Lockdown Situations:

- Information has been received by the school that a non-custodian parent is coming to try to take a student off campus.
- A person not having legitimate business has been seen loitering in the vicinity of the school. He/she has not left the area when asked to do so, or he/she has left but the administrator believes that based on the person's behavior he/she may return.

Level II Lockdown Procedures

1. Lock all gates to the campus. Assign an employee to monitor the main entrance(s) to allow legitimate visitors to enter.
2. Alert all employees of the Level II Lockdown. As soon as the situation allows, inform all employees of the reason for the lockdown.
3. Request information from the Sheriff's Department if necessary.
4. Classrooms will not be locked; break and lunch will be held as usual.
5. The district office will be notified of the Level II Lockdown.
6. Any employee or staff member may request that a Level II Lockdown be called, but the decision will be made by the principal and/or Superintendent or their designee.
7. If the lockdown is still in effect at dismissal, all teachers will escort their students to the buses.
8. As soon as the principal/designee has determined that the dangerous situation no longer exists, he/she will inform all employees verbally that the Level II Lockdown has ended.

LOSS OR FAILURE OF UTILITIES

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator will notify the MOT Director or the Imperial County Sheriff Department (at all other days/hours) and will provide the location and nature of the emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. MOT Director, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.

5. The School Administrator will notify the Superintendent of the loss of utility service.
6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
7. If the loss of utilities may generate a risk of explosion, refer to Explosion/Risk of Explosion.
8. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

Plan for a Loss of Water:

- Toilets: Red buckets have been placed in each classroom. Portable toilets with partitions in strategic locations will be placed throughout school.
- Drinking Water: A total of 25 cases will be distributed throughout 5 locations of storage.
- Food Service: Canned food, raisins, granola bars, dried cereal will be available to students and staff enough for a week.
- Fire Suppression System (if applicable): Fire extinguishers are in every classroom.

Plan for a Loss of Electricity:

- Ventilation: Open doors and window
- Emergency Light: 5 flashlights, 5 lanterns battery operated.
- Other: 1 Electric Generator

Plan for a loss of Natural Gas

- Food Service: Pre packaged foods enough for a week's supply.

Plan for a loss of Communication

- Telephone Service: *walkie talkies *cell phones * megaphones

MISSING STUDENT

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and explain the situation.
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- Conduct an immediate search of the school campus/bus, as appropriate.
- Gather information about student to provide to law enforcement authorities: photo home address parent contact numbers class schedule special activities bus route /walking information.
- Notify parents/guardians if the student is not found promptly.

- If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student. Double-check circumstances: Did someone pick up the student? Could the student have walked home? Is he or she at a medical appointment or another activity?
- Assist police with investigation.
- Provide a photo and complete information on the missing child: name.
- Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- Have driver keep in communication with MOT Director. Have MOT Director coordinate efforts and information with the law enforcement dispatcher.
- Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

STAFF ACTIONS:

- Confirm that student attended school that day.
- Notify Principal.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

MOTOR VEHICLE CRASH

A motor vehicle crash may result in a fuel or chemical spill on school property.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION or OUTSIDE EVACUATION.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Notify Superintendent.

STAFF ACTIONS:

- Notify Principal.

- Move students away from immediate vicinity of the crash.
- EVACUATE students to a safe assembly area away from the crash scene.
- Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel. M
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PSYCHOLOGICAL TRAUMA

The Imperial County Office of Education specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure

The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.

1. The Psychological First Aid Team will provide direct intervention services.
2. If there is a need for additional assistance, the School Administrator will notify the Superintendent.
3. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
4. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.

The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

UNLAWFUL DEMONSTRATION / WALKOUT

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify the Imperial County Sheriff Department, the District Office to request assistance and will provide the exact location and nature of emergency.
4. The Request/Reunion Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request/Reunion Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The Documentation staff member should keep an accurate record of events, conversations and actions.
8. All media inquiries will be referred to the designated school's Public Information Officer.
9. The School Administrator should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.
10. The School Administrator will notify parents of the incident, as appropriate.

WIND STORMS

Moderately High Winds:

1. Call for indoor recess and breaks if:
 1. Blowing sand or debris might injure students and supervisors
 2. The wind is strong enough to make the use of playground equipment unsafe.
 3. The wind is strong enough for students to lose their balance.

4. Danger of tree branches breaking.

Severely High Winds:

1. Seat students away from glass.
2. Cancel outdoor activities.
3. Monitor weather forecasts and emergency radio channels.

PANDEMIC

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects: It is a rare global outbreak which can affect populations around the world. It is caused by a new influenza virus to which people do not have immunity. Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people. The Public Health Department will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

Phase 1: Low Risk

1. Implement a health and hygiene program for all staff and students to follow.
2. Conduct inventory of PPE supplies
3. Verify that illnesses are properly monitored at each school site.
4. Monitor trends, track percentage of student and staff illnesses at each school site.
5. Increase pandemic awareness and strengthen training for school staff.

Phase 2: Low Risk - This phase is declared by the Superintendent

1. Superintendent will notify parents of the increased phase and declaration.
2. Provide staff members and parents with any information that would strengthen a school's ability to respond to a pandemic.
3. Promote the importance of reducing the spread of illness
4. Remind parents to keep sick children at home and remind staff members to stay home when they are sick.

Phase 3: No or very limited human to human transmission

1. The Superintendent will initiate the Pandemic Response Team meeting.
2. Communicate the current phase level to all staff members and train them in pandemic response plans as they are developed.
3. Gather and disseminate pertinent information as it becomes available.
4. Superintendent will make the decision when to close schools.
5. Begin to consider the possibility of school closures and that staff members may not be able to report to work.
6. Continue to verify proper health and hygiene procedures are being followed by staff and students.
7. Monitor daily illness trends and percentages.

Phase 4: Evidence of increased human to human transmission

1. Superintendent will communicate the increase in phase level to all staff members.

2. Identify the need to implement any recommended social distancing measures.
3. Coordinate with the Superintendent's office daily.

Phase 5: Evidence of significant

1. Superintendent will follow guidelines issued by the CDC, local Public Health Department, and directive of the school board and move into a full school closure.
2. All special events will be canceled.
3. Pandemic Response Team will begin working on Reopening Plan and Pandemic Protection Program.

POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption.
- Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Notify Superintendent of situation and number of students and staff affected.
- Confer with Department of Health and Human Services before the resumption of normal school activities. Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- Notify principal/site administrator. Call the Poison Center Hotline 1-800-222-1222.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed
- PREVENTATIVE MEASURES:
- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training

Section 7: Safety Strategies

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching students appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

STUDENT RECOGNITION PROGRAMS

Heber Elementary School District sites offer the following recognition programs throughout the year.

- Student of the Month (monthly/quarterly)
- Lions ROAR (Dogwood: monthly)
- Hawks PRIDE (Heber: quarterly)
- Top AR Reader (Dogwood:monthly)
- Principal's List (Heber: quarterly)
- Honorary Society (Heber: quarterly)
- Perfect Attendance (monthly)
- Red Carpet (Heber: yearly)

SOCIAL-EMOTIONAL PROGRAMS

Each school site is assigned two counselors; a school psychologist is shared by both sites. District programs contributing to social-emotional goals include Imperial County Office of Education parent training and Imperial County Behavioral Health First Step to Success Program. The staff of HESD shall identify students in need and bring forth the student and the family to the school's Student Study Team. HESD staff shall follow the Crisis Intervention Plan for "suicide" in cases where a student exhibits specific characteristics. In incidences of possible suicide, school/district psychologist, counselor, or police crisis response units shall be contacted.

RULES / REWARDS / CONSEQUENCES

| Rules | Rewards | Consequences |
|--|---|---|
| <ol style="list-style-type: none"> 1. Follow instructions 2. Come Prepared 3. Keep your hands, feet, and objects to yourself 4. No teasing, bullying, or put downs 5. Follow the dress code | <ol style="list-style-type: none"> 1. Verbal praise 2. Phone call to parent/ note sent home 3. Homework pass 4. Teacher choice 5. Hawk Tickets | <ol style="list-style-type: none"> 1. Verbal Warning/Discussion with student (Record on behavior sheet. 2. 5 - 10 minutes time out; parent contact by Remind, Class Dojo, telephone 3. Buddy room (Go to another teacher for 15-20 minute time-out); Complete Reflective essay 4. Teacher contacts parent by Telephone 5. 5-10 minutes Reflection Time after school with the teacher. (notify parents if Reflection will be longer) 6. Call Parents/After School Reflection Time (1 hour) 7. Parent Conference Referral to Assistant principal |

Cafeteria Rules / Rewards / Consequences

| Rules | Rewards | Consequences |
|--|--|---|
| <ol style="list-style-type: none"> 1. No shouting, running, or pushing. 2. No throwing food. 3. Speak in a quiet voice (lights out means no talking). 4. Raise your hand for assistance and remain seated. 5. Clean-up your area/trash. 6. Gently place trash in proper container 7. Do not take food out of the cafeteria. | <ol style="list-style-type: none"> 1. Verbal praise 2. First to leave/enter cafeteria 3. Treat 4. Hawk Tickets | <ol style="list-style-type: none"> 1. Verbal warning 2. Time-out table 5 mins. 3. Time-out table 10 mins. 4. Lunch Reflection 5. After school Reflection (referral) 6. Conference with Administrator and Parent |

Playground Rules / Rewards / Consequences

| Rules | Rewards | Consequences |
|--|--|---|
| <ol style="list-style-type: none"> 1. No fighting or wrestling (or roughplaying). 2. Do not use profanity (NO CURSE WORDS) 3. No throwing objects (i.e. sand, dirt, rocks, etc.) 4. Do not throw papers or trash on the grounds 5. No playing in the restroom (only 2 students at a time) 6. No running on sidewalks (Walk on sidewalks) | <ol style="list-style-type: none"> 1. Verbal praise 2. First to choose from equipment basket 3. Hawk Tickets 4. Assist Staff | <ol style="list-style-type: none"> 1. Verbal warning 2. Time-out 2 minutes 3. Time-out 5 minutes 4. Lunch Reflection 5. After school Reflection (referral) 6. Loss of privileges 7. Conference with Administrator and Parent |

Assembly Rules / Rewards / Consequences

| Rules | Rewards | Consequences |
|--|--|---|
| <ol style="list-style-type: none"> 1. Walk in quietly. 2. Sit-Up Straight 3. Listen attentively 4. No side conversations 5. Clap (no whistling or booing) | <ol style="list-style-type: none"> 1. Verbal praise 2. Hawk Tickets 3. Teacher/Administrator choice | <ol style="list-style-type: none"> 1. Verbal warning 2. Send to office 3. Lunch detention 4. After school detention |

REFLECTION RULES / SCHEDULE

Reflection may be held Monday, Tuesday, Thursday, and Friday from 2:55-3:55 p.m. If students are late or fail to attend Reflection on their assigned day, a further consequence may be issued. It is the teacher's responsibility to ensure students will attend Reflection and parents/guardians are being notified.

Parents/Guardians of bus students who have been assigned Reflection must make arrangements to pick-up their child, as bus transportation is not available.

| Rules | Consequences |
|---|---|
| <p>Reflection is NOT TUTORING or HOMEWORK ASSISTANCE. Be prepared to work quietly and independently.</p> <ol style="list-style-type: none"> 1. Be prepared with materials: AR books, homework, pencil, paper, etc. 2. Arrive in the detention room by 2:55 p.m. 3. NO TALKING. 4. NO FOOD OR DRINKS. 5. Stay seated at all times. 6. Do not ask for permission to leave the detention room (library, classroom, restroom, etc.). Use the restroom before arriving at detention. | <ol style="list-style-type: none"> 1. Failure to serve reflection, on assigned day, will be considered defiance and reflection will be doubled and can lead to in-house suspension or out-of-school suspension. 2. Failure to be on-time will result in an additional day of reflection. 3. Failure to comply with reflection rules will result in additional reflection, in-house suspension, or out-of-school suspension. 4. Students who are wasting time will be assigned reflection. 5. Students who ask to use the restroom will be required to make-up the time they were out of the reflection room or be given additional reflection. |

TRUANCY / SARB REFERRAL / DISTRICT ATTORNEY REFERRAL

Heber Elementary School District recognizes the importance of punctuality and regular attendance. The staff shall accurately record the attendance record for all students. Parents of students with poor attendance will be contacted. Students with poor attendance due to medical issues will be referred to the school counselor and/or nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the School Attendance Review Board or a referral to the Imperial County District Attorney's Office with a request for prosecution of the parent and/or the student.

MEGAN'S LAW NOTIFICATION

Heber Elementary School District staff shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

PARENT/GUARDIAN INVOLVEMENT

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Heber Elementary School District:

- Effectively uses the School Site Council
- Notifies parents about, and encourages participation in parenting trainings
- Follows the established school/classroom visitation policy.
- Provides a newsletter to parents.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides several opportunities for Teacher-Parent Conferences.

Section 8: Policies and Procedures

CHILD ABUSE REPORTING PROCEDURES

Duty to Report

In conformance with the requirements of the Penal Code, any district employee who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment whom he or she knows or reasonable suspects has been a victim of child abuse shall report the known or suspected instance of a child abuse to Child Protective Services (760-337-7750) immediately or as soon as practically possible by telephone and shall prepare and send/fax (760-337-5070) a written report thereof within 36 hours of receiving the information concerning the incident. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

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

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, child welfare and attendance supervisor, certificated pupil personnel employees, psychologists, licensed nurses, counselors, 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.
4. Employees reporting child abuse to a child protective agency are to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When notified, the site administrator may 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, who knows to exist or reasonable should know to exist, person 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 a joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.

Contact Information

- Child Protective Services (24 hours a day / 7 days a week)
 - Initial Phone Report: (760-337-7750)
 - Follow-Up Written Report within 36 hours of phone report: (760)-337-5070
- Imperial County Sheriff's Office (non-emergency number): (442)-265-2000

Written Reports

Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called 8572, which can be downloaded from the following sites:

- https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Victim Interviews

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

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

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

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

Release of Child to Peace Officer

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

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

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of the district's administrative regulation that describes how to report suspected child abuse occurring at a school to appropriate agencies.

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

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR4650.

CHILD ABUSE TRAINING REQUIREMENT

All district employees must annually complete the Mandated Reporter Training Course by October 15 of every school year. Employees hired after the October 15 date are required to complete the training course within six weeks of employment.

This course is fully compliant with California Assembly Bill 1432 and is available online (through an approved program designed specifically for education agency employees) and in-person.

An approved learning management system will generate the required reports for proof of completion. Employees should retain a copy of the training certificate and provide a copy to their principal/site administrator.

HATE CRIME REPORTING

Hate crimes occur when a perpetrator targets a victim because of his or her membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crimes can take many forms. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Reporting procedures

- Any student who believes 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 are informed of hate-motivated behavior or personally observe such behavior shall notify the principal or designee. The principal or designee shall notify law enforcement if it is determined that a hate-motivated crime occurred.

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

PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS PURSUANT TO CALIFORNIA ED. CODE 49079

California Ed. Code 49079:

- a. A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
- b. A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- c. An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- d. For the 1994–95 school year, the information provided shall be from the previous two school years. For the 1996–97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- e. Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Suspension History:

Each September and February, all teachers will be provided via email and hardcopy, a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are emailed and hand-delivered to each teacher using a routing sheet. All teachers sign the routing slip indicating their review of the data.
2. The hard copies hard copies will be marked “confidential” and teachers will be reminded via email and on the routing sheet about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned after 5 days and filed in the school office.

Current Suspensions

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

1. Teachers will be sent an email advising the nature of the serious act and the dates of the suspensions as well as any other pertinent information regarding this suspension.
2. Teachers will be reminded in the email about the confidential nature of the data.

PROCEDURES FOR NOTIFYING LAW ENFORCEMENT REGARDING NARCOTIC AND ASSAULT SUSPENSIONS / EXPULSIONS PURSUANT TO CALIFORNIA ED. CODE 48902

California Ed. Code 49079:

- a. The principal of a school or the principal’s designee shall, before the suspension or expulsion of any pupil, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the pupil that may violate Section 245 of the Penal Code.
- b. The principal of a school or the principal’s designee shall, within one school day after suspension or expulsion of any pupil, notify, by telephone or any other appropriate method chosen by the school, the appropriate law enforcement authorities of the county or the school district in which the school is situated of any acts of the pupil that may violate subdivision (c) or (d) of Section 48900.
- c. Notwithstanding subdivision (b), the principal of a school or the principal’s designee shall notify the appropriate law enforcement authorities of the county or city in which the school is located of any acts of a pupil that may involve the possession or sale of narcotics or of a controlled substance or a violation of Section 626.9 or 626.10 of the Penal Code. The principal of a school or the principal’s designee shall report any act specified in paragraph (1) or (5) of subdivision (c) of Section 48915 committed by a pupil or non pupil on a school site to the city police or county sheriff with jurisdiction over the school and the school security department or the school police department, as applicable.
- d. A principal, the principal’s designee, or any other person reporting a known or suspected act described in subdivision (a) or (b) is not civilly or criminally liable as a result of making any report authorized by this

article unless it can be proven that a false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.

- e. The principal of a school or the principal's designee reporting a criminal act committed by a school age individual with exceptional needs, as defined in Section 56026, shall ensure that copies of the special education and disciplinary records of the pupil are transmitted, as described in Section 1415(k)(6) of Title 20 of the United States Code, for consideration by the appropriate authorities to whom he or she reports the criminal act. Any copies of the pupil's special education and disciplinary records may be transmitted only to the extent permissible under the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g et seq.).

(Amended by Stats. 2013, Ch. 76, Sec. 41. Effective January 1, 2014.)

TRANSFERS / MANDATORY ALTERNATIVE PLACEMENT

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 and a copy of the student's behavior agreement (if available). Copies of the written notice are maintained in the school office.

STUDENT CONVICTIONS

When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the principal will be provided with written notice from the district office. Teachers will then be notified using the procedures outlined in "Current Suspensions." Copies of the written notice are maintained in the school office.

SAFE INGRESS AND EGRESS OF PUPILS

Procedures for Safe Ingress and Egress of Pupils

The principals' school newsletters and notices provide frequent reminders about traffic and campus safety, as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up as well. Also, safety procedures and expectations are described for those students who ride their bikes and walk to and from school.

At the beginning of each school year, school personnel take the time to discuss school rules and safety procedures including safe ingress and egress of students. There are contracted crossing guards provided both before and after school to ensure that students can safely cross major streets, and the principal maintains contact with them to identify and solve any traffic safety issues. Yard supervision is provided 50 minutes prior to the start of school. Adult supervision is also provided at the end of the day when students are waiting to be picked up.

Staff members are vigilant about visitors on campus, and all school guests are asked to sign in at the office and obtain a visitor's badge for purposes of identification. If a person's presence on campus is questioned, the sheriff's department is contacted.

SUICIDE PREVENTION/RESPONSE PLAN

Crisis-Psychological First Aid Team

1. In all incidents of suicide behavior, the Crisis-Psychological First Aid Team should be involved. If applicable, the school nurse and security personnel should be involved also.
2. With all mid-level and high level incidents, parents/guardians contact should be made. The Crisis-Psychological First Aid Team will determine if parent contact should be made with low-level cases as they continue to closely monitor the situation.
3. In all cases, maintain thorough documentation of the incident and the responses.
4. With all mid-level risk students, a parent should come to school, talk to the school counselor, and pick-up the student. As part of sharing information and concern with the parent/guardian, the counselor/ principal should recommend that parent take the student as soon as possible to have professional assessment done.
5. With high-level risk student, declare a medical emergency. If applicable call 911 immediately. A high-risk student should be discharged to the parent/guardian or transported by county or ambulance services, in case where the parent is unavailable. While discussing the situation to the parent(s)/guardian, recommendation to them that safe transport should be used (i.e. sheriff, ambulance) when transporting a student to an assessment. If the parent(s)/ guardian decline, document it and always have a witness.
6. In the event that the parent(s)/guardian(s) does not follow through with the official assessment when warranted, a complaint should be reported to Child Protective Services.

Spectrum of Suicidal Behavior Levels

Low Acute Risk: Low-level involves thoughts and ideations. The student has fleeting reactions to depression and stress with a specific stressor, but has good coping skills.

Moderate Acute Risk: Mid-level risk involves ideations and gestures. The student may threaten with weapon in hand, but make no actual attempt. The student has high stress and low coping skills and lack of supports.

High Acute Risk: High-level risk involves para-suicide, suicide attempts or completions. The student attempts at a low level of lethality (para-suicide) or attempts at a moderate to high levels of lethality or completes, resulting in death.

Suicide Risk Threat Assessment Procedure

Staff members refer student to Counselor and/or Psychologist for risk assessment if a student expresses suicidal ideation or intent. A risk assessment may also be requested if student displays any warning signs or risk factors.

School Psychologist or Counselor conducts a suicide risk assessment and develops a suicide risk formulation.

Low Acute Risk Intervention Plan

- Support personnel will increase contact with identified student
- Provide resources (outside agencies and hotlines)
- Support personnel will determine if parent contact should be made
- If necessary, increase parent monitoring of student safety
- When applicable, collaborate with staff to reduce student stressors

Moderate Acute Risk Intervention Plan

- Support personnel will increase contact with identified student
- Consider hospitalization
- Develop safety plan
- Provide crisis contact information to student and parent/guardian
- When applicable, collaborate with staff to reduce student stressors

High Acute Risk Intervention Plan

- Behavioral Health Crisis will be contacted for an emergency assessment, if hospitalization is required parent will be notified and student will be transported by county or ambulance services
- Team meets to identify current needs and adjust interventions

Suicide Attempt on Campus

1. Treat attempted suicide as a medical emergency and call 911 immediately. The law enforcement officer who responds will follow regulations authorized by their department.
2. Notify the administration of his/ her designee.
3. Student's personal belongings must be searched for possible weapons and or contraband; relating to the attempted suicide.
4. Talk to witnesses, see if they are willing to share and complete an incident statement.
5. Counselors, Psychologist, and support personnel will be available to provide support. A plan will be developed to provide continuous support.

Suicide on Campus

1. Designate a person to secure the area until the arrival of security personnel and / or law enforcement.
2. Activate the School Emergency Response Plan:
 - Designated staff should report to the entrances and exits of the building, parking lots, etc.
 - All other members of the Crisis-Psychological First Aid Team should begin their duties.
 - Notify principal and/or designee.
3. The principal or designee will dispatch the appropriate members of the Crisis-Psychological First Aid Team should begin their duties.

4. Counselors, Psychologist, and support personnel will be available to provide support. A plan will be developed to provide continuous support.
5. Furnish law enforcement and/or medical examiner the names, addresses and phone numbers of the parents/guardians or the nearest relative.
6. If needed, contact the Imperial County Behavioral Health to provide back-up counseling assistance.
7. Media inquiries should be directed to the District Office.
8. Gather information about siblings and other relatives and the school they attend. Update any affected principals and relay any pertinent parent information.

Suicide Threat Procedures

1. Send another teacher or student to contact the school counselor or administration immediately.
2. Remain calm, and stay with the student. Keep in mind that the student may be overwhelmed, confused, as well as ambivalent.
3. Get vital information if possible, such as name, address, home phone number, and parent/guardian work number.
4. Clear other students from the scene. Direct them to another classroom or area.
5. Assure the student that he/she has done the right thing by talking to you. Assure the student that help is coming. Tell student that there are options available.
6. A parent/guardian must be contacted immediately.

Section 9: Board Policies

HEBER ELEMENTARY SCHOOL DISTRICT

Board Policy No. 5002: SEXUAL HARASSMENT OF PUPILS

A. Introduction

The District recognizes that harassment on the basis of sex is unlawful.

Employees and pupils will not engage in conduct constituting sexual harassment. This Board Policy prohibits any act of sexual harassment as defined by this Board Policy where such act is related to any school activity or school attendance as allowed by law. The District will not condone or tolerate sexual harassment. The District will take appropriate disciplinary action against all employees or pupils found to have engaged in sexual harassment.

B. Definitions of Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. It includes but is not limited to circumstances in which:

1. Submission to such conduct is made a term or condition of a pupil's academic status or progress.
2. Submission to or rejection of such conduct is used as the basis for any academic decision affecting such pupil.
3. Such conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to, or rejection of, the conduct is used as the basis for any decision affecting benefits and services, honors, programs, or activities available at or through the school.

C. Forms of Sexual Harassment

Forms of sexual harassment include but are not limited to the following:

1. Oral harassment such as derogatory comments, jokes or slurs;
2. Physical harassment such as unnecessary, unwelcome or offensive touching, or impeding or blocking movement;
3. Visual harassment such as derogatory or offensive posters, cards, cartoons, pictures, graffiti, drawings, or gestures; and

4. Unwelcome sexual advances, requests, or demands for sexual favors, and other oral or physical conduct of a sexual nature.

D. Complaint Procedure For All Illegal Harassment

Any pupil wishing to make a complaint of sexual harassment should immediately report it to the Principal or designee. However, there is absolutely no requirement that a pupil must make a complaint to the alleged harasser. If the Principal or designee is the alleged harasser, the pupil should make the complaint to the Superintendent. A pupil making a complaint of sexual harassment shall not suffer any reprisal for doing so. The District will promptly and thoroughly investigate all complaints of sexual harassment. The District also will take immediate and appropriate action to resolve such complaints. All incidents of sexual harassment will be remedied. A report of the results of the investigation will be made to the complainant, the alleged harasser, and the supervisor of the alleged harasser.

Upon receipt of a complaint alleging sexual harassment, the District representative conducting the investigation shall do the following:

1. Inform the complainant of the rights under this Board Policy;
2. Authorize the investigation of the complaint and supervise and/or conduct the investigation of the complaint. The investigation, at a minimum, shall include interviews with the complainant, the alleged harasser, and all other persons who reasonably may have relevant knowledge about the complaint, including possible witnesses or victims of prior similar conduct;
3. Take reasonable steps to protect the complainant from any retaliation for filing the complaint;
4. Review factual information gathered to determine whether the alleged conduct constitutes sexual harassment;
5. Report the results of the investigation to the complainant, the alleged harasser, and the supervisor of the alleged harasser;
6. If harassment occurred, take and/or recommend prompt and effective remedial action against the harasser;
7. Take reasonable steps to protect the complainant and other potential victims from further harassment if such harassment is determined to have occurred;
8. Take reasonable steps to alleviate the effects of the harassment.

E. Dissemination Of Policy

1. A copy of this Policy on sexual harassment shall be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session, as applicable.
2. A copy of this Policy shall be displayed in a prominent place in the main administrative building or other area of the campus or school site where notices regarding the rules regulations, procedures and standards of conduct are posted.
3. A copy of this Policy shall be provided to each employee at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.
4. A copy of this Policy shall appear in any publication that sets for the comprehensive rules, regulations, procedures and standards of conduct for the institution.
5. A copy of this Policy must be provided annually to parents in the District's annual notices to parents required by Education Code section 48980.

Legal Reference:

Education Code sections 210-231.5, 210-212.5, 220, 221.5, 221.7, 224, 225, 229, 230, 231, 231.5, 48980

Date Policy Adopted By The Board: March 11, 2003

Dates Policy Reviewed By The Board: February 11, 2016

HEBER ELEMENTARY SCHOOL DISTRICT

Board Policy No. 5016: PUPIL DISCIPLINE: SUSPENSION AND EXPULSION

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A. Introduction

- 1. It is the intent of the Board that all pupils will comply with federal and state laws and District policies and regulations. Pupils also shall pursue the required course of study, and submit to the authority of teachers and administrators of the District.
- 2. This policy is adopted by the Board as a policy of the District pursuant to Education Code Section 35291.
- 3. It is the intent of the Board that its policies and regulations be consistent with current law. Any part of this Policy which is not consistent with current law shall be void.
- 4. As used in this Policy:
 - 1. "Day" means a calendar day unless otherwise specifically provided.
 - 2. "Expulsion" means removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel, as those terms are used in relevant law.

3. "School day" means a day upon which the schools of the District are in session or weekdays during the summer recess.
4. "Suspension" means removal of a pupil from ongoing instruction for adjustment purposes. However, "suspension" does not mean any of the following:
 - Reassignment to another education program or class at the same school where the pupil will receive continuing instruction for the length of day prescribed by the Board for pupils of the same grade level.
 - Referral to a certificated employee designated by the Principal to advise pupils.
 - Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the Principal or the Principal's designee. Removal from a particular class shall not occur more than once every five schooldays.

B. Suspension By A Teacher

1. A teacher may suspend any pupil from the teacher's class, for any of the acts enumerated in Education Code Section 48900 (which are restated in provision C of this Policy), for the day of the suspension and the day following. The teacher shall immediately report the suspension to the Principal in writing and send the pupil to the Principal or the Principal's designee for appropriate action. The teacher shall provide the Principal with a written statement of reasons for the suspension. If the suspension requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. The Principal or designee shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the Principal. The teacher may require the pupil to complete any assignments and tests missed during the suspension.
2. A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day, this provision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

3. A teacher may also refer a pupil, for any of the acts enumerated in provision C of this Policy, to the Principal or designee for consideration of a suspension from the school.

C. Grounds For Suspension Or Expulsion

This provision restates the grounds in Education Code Sections 48900, 48900.2, 48900.3, and 48900.7. This provision shall not be interpreted to be inconsistent with that statute.

A pupil shall not be suspended from school or recommended for expulsion unless the Superintendent or the Principal determines that the pupil has:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance (listed in Health And Safety Code sections 11053, et seq.), an alcoholic beverage, or an intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance (listed in Health And Safety Code section 11053, et seq.), an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school property or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this provision does not prohibit use or possession by a pupil of his or her own prescription products.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia (defined in Health and Safety Code section 11014.5).
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. An "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286 288, 288a or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
15. Sexual harassment as defined by law, except that this provision does not apply to pupils enrolled in Kindergarten and grades 1 to 3, inclusive.
16. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined by law except that this provision does not apply to pupils enrolled in Kindergarten and grades 1 to 3 inclusive. "Hate violence" means any act punishable under Section 422.6, 422.7 or 422.75 of the Penal Code.
17. Intentionally engaged in harassment, threats, or intimidation directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment; except that this provision does not apply to pupils enrolled in Kindergarten and grades 1 to 3, inclusive.
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
19. Made terrorist threats against school officials or school property, or both. The term "terrorist threat" shall include any statement, whether written or oral, by a

person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own personal safety or for his or her own immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

20. A pupil who aids or abets as defined in Penal Code section 31, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to paragraph 1 above.

D. Limitations On Suspension Or Expulsion

A pupil may not be suspended or expelled for any act unless that act is related to school activity or school attendance. A pupil may be suspended or expelled for any act in provision C related to school activity or attendance which occurs at any time, including, but not limited to, any of the following:

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

Alternatives to suspensions or expulsions should be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

E. Limitations On Suspension And Mandatory Suspensions

1. A suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, may be suspended for any of the reasons enumerated in provision C upon a first offense, if the Principal or Superintendent determines that the pupil violated

provision C 1, 2, 3, 4, or 5, or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

2. Pursuant to Education Code section 48915(c), the Principal or Superintendent shall immediately suspend and shall recommend expulsion of a pupil who has committed any of the following acts at school or at a school activity off school grounds.

- Possession, selling, or otherwise furnishing a firearm verified by a District employee.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 *et seq.*
- Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Section 48900(n) of the Education Code and paragraph 14 above.
- Possession of an explosive.

3. Except as provided in Education Code Section 48911(g) or provision F, and in Education Code Section 48912 or provision G, the total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year.

4. The pupil's teacher(s) may require the pupil to complete any assignments and tests missed during the suspension.

F. Suspension By Principal Or Superintendent

1. The Principal, the Principal's designee, or the Superintendent may suspend a pupil from school for any of the reasons enumerated in provision C for no more than five consecutive school days.

2. Suspension by the Principal, the Principal's designee, or the Superintendent shall be preceded by an informal conference conducted by the Principal or the Principal's designee or the Superintendent between the pupil and, whenever practicable, the teacher or supervisor or school employee who referred the pupil to

the Principal or the Principal's designee or the Superintendent. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

3. The Principal or the Principal's designee or the Superintendent may suspend a pupil without affording the pupil an opportunity for a conference only if the Principal or the Principal's designee or the Superintendent determines that an emergency situation exists. "Emergency situation" means a situation determined by the Principal, the Principal's designee, or the Superintendent to constitute a clear and present danger to the lives, safety, or health of pupils or school personnel. If a pupil is suspended without a conference prior to suspension, both the parent and the pupil shall be notified of the pupil's right to a conference, and the pupil's right to return to school for the purpose of a conference. The conference shall be held within two schooldays, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.
4. At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.
5. The Principal shall report the suspension of the pupil, including the cause therefor, to the Superintendent. All suspensions during a school year shall be reported to the Board two times during the school year.
6. The parent or guardian of any pupil shall respond without delay to any request from school officials to attend a conference regarding his or her child's behavior.

No penalties may be imposed on a pupil for failure of the pupil's parents or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at such conference.

7. In a case where expulsion from school or suspension for the balance of the semester from continuation school is being processed by the Board, the Superintendent or other person designated by the Superintendent in writing may extend the suspension until such time as the Board has rendered a decision in the action. However, an extension may be granted only if the Superintendent or the Superintendent's designee has determined that, following a meeting in which the pupil and the pupil's parent or guardian are invited to participate, that the presence

of the pupil at the school would cause a danger to persons or property or a threat of disrupting the instructional process. If the pupil or the pupil's parent or guardian has requested a meeting to challenge the original suspension, the purpose of the meeting shall be to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting on the merits of the suspension.

8. If suspension is ordered by the Principal, a Principal's designee or the Superintendent, the pupil or the pupil's parent or guardian shall have the right to request a meeting with the Superintendent or the Superintendent's designee to discuss the causes, the duration, the school policy involved, and other matters pertinent to the suspension. The meeting shall be held within a reasonable time after receipt of the request.
9. A pupil suspended from school for any of the reasons in Education Code sections 48900 and 48900.2, which include the reasons in provisions C 1 through 15 and 20, may be assigned by the Principal to a supervised suspension classroom for the entire period of suspension pursuant to Education Code section 48911.1 if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel has not been initiated.

G. Suspension By The Board

The Board may suspend a pupil from school for any of the acts in provision C within the limitations provided in provision E.

The Board shall, unless a request has been made to the contrary, hold closed sessions if the Board is considering the suspension of, disciplinary action against, or any other action against, except expulsion, any pupil, if a public hearing upon that question would lead to the giving out of information concerning a school pupil which would be in violation of current law.

Before calling a closed session to consider these matters, the Board shall, in writing, by registered or certified mail or by personal service, notify the pupil and the pupil's parent or guardian, or the pupil if the pupil is an adult, of the intent of the Board to call and hold a closed session. Unless the pupil or the pupil's parent or guardian shall, in writing, within 48 hours after receipt of the written notice of the Board's intention, request that the hearing be held as a public meeting, the hearing to consider these matters shall be conducted by the Board in closed session. In the event that a written request is served upon the secretary of the Board, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any pupil other than the pupil requesting the public meeting, shall be in closed session.

H. Procedures For Expulsion By The Board

Only the Board may expel a pupil. The following procedures shall apply to any expulsion:

1. The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 school days after the date the Principal or the Superintendent determines that the pupil has committed any of the acts enumerated in provision C, unless the pupil requests, in writing, that the hearing be postponed. The pupil shall be entitled to at least one postponement for a period of not more than 30 calendar days of an expulsion hearing. Thereafter, any additional postponement may be granted at the discretion of the Board.

In the event that compliance by the Board with the time requirements for the conducting of an expulsion hearing is impracticable, the Superintendent or the Superintendent's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

2. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days prior to the date of the hearing. The notice shall include: the date and place of the hearing; a statement of the specific facts and charges upon which the proposed expulsion is based; a copy of the disciplinary rules of the District which relate to the alleged violation; a statement of the parent, guardian or pupil's obligation to inform the District and any school district in which subsequently enrolled if the pupil was expelled from his or her previous school district for any of the offenses listed in provisions (a) or (c) of Section 48915 or assault or battery as defined in Section 242 of the Penal Code on a school employee; and the opportunity for the pupil or the pupil's parent or guardian to appear in person or to employ and be represented by counsel or a nonattorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. All documents will be available to the pupil and/or parents two days before the hearing.
3. The Board shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days prior to the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public

session, the Board may meet in closed session for the purpose of deliberating and determining if the pupil should be expelled.

If the Board or the hearing officer or administrative panel appointed under provision 4 below to conduct the hearing admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel or nonattorney adviser of the pupil shall also be allowed to attend the closed deliberations.

4. In lieu of conducting an expulsion hearing itself, the Board may contract with the county hearing officer, or with the Office of Administrative Hearings of the State of California, for a hearing officer to conduct the hearing. The Board may also appoint an impartial administrative panel of three or more certificated persons, none of whom shall be members of the Board or employed on the staff of the school in which the pupil is enrolled. The hearing shall be conducted in accordance with all of the procedures established under this provision.
5. Within three schooldays following the hearing, the hearing officer or administrative panel shall determine whether to recommend the expulsion of the pupil to the Board. If the hearing officer or administrative panel decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil shall be immediately reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs. Placement in one or more of these programs shall be made by the Superintendent or the Superintendent's designee after consultation with school District personnel, including the pupil's teachers, and the pupil's parent or guardian. The decision not to recommend expulsion shall be final.
6. If the hearing officer or administrative panel recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the Board accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing conducted pursuant to this section that the Board may order.
7. The decision of the Board to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided in this provision, no evidence to expel shall be based solely upon hearsay evidence. The Board or the hearing officer or administrative panel may, upon a finding that good cause exists, determine that the disclosure of the

identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board or the hearing officer or administrative panel. Copies of these sworn declarations which are edited in such a manner as to delete the name and identity of the witness, shall be made available to the pupil.

8. A record of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
9. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the Board to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated in provision C.
10. Whether an expulsion hearing is conducted by the Board or before a hearing officer or administrative panel, final action to expel a pupil shall be taken only by the Board in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent to the pupil or the pupil's parent or guardian and shall be accompanied by notice of the right to appeal the expulsion to the County Board. The written notice also shall inform the pupil's parent or guardian of the obligation under law to inform any new school district of the pupil's expulsion.

A decision of the Board whether to expel a pupil shall be made within 10 schooldays following the conclusion of the hearing, unless the pupil requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an administrative panel, or if the Board does not meet on a weekly basis, the Board shall make its decision about a pupil's expulsion within 40 schooldays after the date of the pupil's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made by the Principal or the Superintendent, unless the pupil requests in writing that the decision be postponed.

11. The Board shall maintain a record of each expulsion, including the cause therefor. Records of expulsions shall be a non-privileged, disclosable public record.
12. The expulsion order and the causes therefor shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the

pupil's school records.

13. Effective July 1, 1996, if there is an appropriation of state funds, the Board before the hearing is commenced or an administrative panel after the hearing is commenced may issue personal subpoenas for the personal appearance of percipient witnesses pursuant to Education Code section 48918(i)(1) through (4).

14. SUBPOENAS

The Board before the hearing is commenced or an administrative panel after the hearing is commenced may issue subpoenas for the personal appearance of percipient witnesses pursuant to Education Code section 48918(i)(1) through (4). The Superintendent is hereby delegated the authority to issue subpoenas in these matters on behalf of the Board consistent with current law and this Board Policy since the Board only regularly meets once per month. Subpoenas shall be issued by the Superintendent for the personal attendance of percipient witnesses only if all of the following conditions are met: (1) The request for the subpoena is completed and submitted to the Superintendent at least six (6) calendar days prior to the date of the hearing; (2) The request is signed and dated by the requesting party; (3) The percipient witness can be subpoenaed and is available to testify; (4) The requesting party has provided a complete summary of the suspected or proposed testimony of the witness in sufficient detail so that a reasonable determination can be made as to whether the individual is a percipient witness; (5) The request sufficiently identifies the address(es) and telephone number(s) of the witness to facilitate service of the subpoena; (6) The request identifies efforts to contact the witness and to inform the witness about the possible need for a subpoena; (7) The request must be accompanied by payment for witness fees (\$35.00 per day) and mileage reimbursement unless there is an affidavit under penalty of perjury for inability to pay.

The Superintendent may issue subpoenas and not reveal the identity of the witness consistent with protecting a witness pursuant to Education Code section 48918(f).

If the Superintendent determines not to issue a subpoena, the Superintendent shall give the reason(s) therefore in writing prior to the expulsion hearing. The party whose request was denied, if he/she wishes to appeal the denial, must make the request again at the start of the expulsion hearing and provide the reason(s) why the subpoena should have issued. At the hearing the Board or any Administrative Panel shall make a determination on the request and make a final decision consistent with this policy.

15. Special Rules for Sexual Assault and Sexual Battery Cases

(1) In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice prior to being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during their testimony. Prior to a complaining witness testifying, support persons shall be admonished that the hearing is confidential. Nothing in this subdivision shall preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing.

(2) If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or of committing a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

(3) In hearings which include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances, of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

I. Denial Of Enrollment By The Board To An Individual Who Has Been Expelled From Another School District

1. The Board shall deny enrollment to an individual pursuant to Education Code section 48915.2 who has been expelled from another school district for any of the offenses described in Education Code sections 48915(a) or (c) during the term of the expulsion.
2. The Board may determine to permit an individual who has been expelled from another school district for any of the offenses described in Education Code sections 48915(a) or (c) after the term of the expulsion if it has been determined pursuant to a hearing held in compliance with provision H of this Policy that the individual does not pose a danger to either pupils or employees. Any such permitted enrollment also is subject to one of the following conditions:
 - a. The individual has established legal residence in the District pursuant to Education Code section 48200; or
 - b. The individual is enrolled in the District pursuant to an authorized inter-district attendance agreement pursuant to Education Code sections 46600 *et. seq.*
3. Pursuant to Education Code section 48915.1, the Board shall hold a hearing in compliance with provision H of this Policy if it receives a request from an individual who has been expelled from another school district for any offense other than those described in Education Code sections 48915(a) or (c). The Board may determine to deny enrollment to such an individual for the remainder of the expulsion period after a determination has been made, pursuant to a hearing that the individual poses a potential danger to either pupils or employees.

The Board, when making its determination whether to enroll an individual who has been expelled from another school district for any offense other than those described in Education Code sections 48915(a) and (c), may consider the following options:

- a. Deny enrollment; or
- b. Permit enrollment; or
- c. Permit conditional enrollment.

J. Expulsions Under Particular Circumstances

1. Upon recommendation by the Principal, Superintendent or administrative panel, the Board shall immediately order a pupil expelled upon finding that the pupil committed an act listed below at school or at a school activity off school grounds:
 - a Possessing, selling or otherwise furnishing a firearm. This provision applies to an act of possessing a firearm only if the possession is verified by an employee of the district.
 - b Brandishing a knife at another person.
 - c Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 *et seq.*
 - d Committing or attempting to commit a sexual assault as defined in Education Code section 48900(n), or committing a sexual battery as defined in Education Code section 48900(n).
 - e Possession of an explosive.
2. The Principal or Superintendent shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the Principal or Superintendent finds that expulsion is inappropriate, due to the particular circumstance:
 - a Causing serious physical injury to another person, except in self-defense.
 - b Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. The term "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
 - c Unlawful possession of any controlled substance listed in Health and Safety Code section 11053 *et seq.*, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - d Robbery or extortion.
 - e Assault or battery as defined in Penal Code sections 240 and 242 upon any

school employee.

3. Upon recommendation by the Principal, Superintendent or administrative panel, the Board may order a pupil expelled upon finding that the pupil committed an act listed in provision 2 immediately above or in Education Code sections 48900(a) through (e). A decision to expel also shall be based on a finding of one or both of the following:
 - a Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or
 - b Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
4. Upon recommendation by the Principal, Superintendent or administrative panel, the Board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds committed an act listed in Education Code sections 48900(f) through (o) or Education Code sections 48900.2 or 48900.3. A decision to expel also shall be based on a finding of one or both of the following:
 - a Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or
 - b Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
5. The Governing Board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) of Section 48915 [provisions 2, 3, and 4 immediately above] to a program of study that meets all of the requirements listed at the end of provision 1 immediately above unless otherwise allowed by Section 48915 (f).

K. Expulsion Orders

1. Pursuant to Education Code section 48916.1, at the time an expulsion of a pupil is ordered, the Board shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion order within the requirements and limitations of law.
2. An expulsion order shall remain in effect until the Board orders the readmission of a pupil. At the time an expulsion of a pupil is ordered for an act other those described in Education Code section 48915(c), the Board shall set a date, not later than the last day of the semester following the semester in which the expulsion occurred, when the pupil shall be reviewed for readmission pursuant to Education

Code section 48916. For a pupil who has been expelled pursuant to Education Code section 48915(c), the Board shall set a date of one year from the date the expulsion occurred, when the pupil shall be reviewed for readmission, except that the Board may set an earlier date for readmission on a case-by-case basis. Whenever a readmission is denied, a review for readmission shall occur again no later than at the end of the next second semester.

3. The Board shall recommend a plan of rehabilitation for the pupil at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special assessments, job training, counseling, employment, community service, or other rehabilitative programs.
4. The Superintendent shall review all requests for readmission, and shall review all expelled students prior to the time required to do so. The review shall include giving the parent/legal guardian a reasonable opportunity for a conference on the expulsion and the possible readmission, an examination of the expulsion records and information about the pupil after the expulsion, and the preparation of a written report to the Board which must be given to the parent/legal guardian at least five days prior to the meeting of the Board to consider the report. The parent/legal guardian may submit a written response and/or may attend the Board meeting where the Board makes a final determination on the readmission. The Board shall readmit the pupil unless it finds that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other pupils or employees of the District.
5. If the Board denies the readmission of an expelled pupil, the Board shall make a determination either to continue the placement of the pupil during the period of the expulsion order or to place the pupil in another program that may include, but need not be limited to, serving expelled pupils, including placement in a county community school.
6. The Board shall provide written notice to the expelled pupil and the pupil's parent/legal guardian describing the reasons for denying the pupil's readmittance into the regular program. This written notice also shall include the determination of the educational program for the expelled pupil. The expelled pupil shall enroll in that educational program unless the parent/legal guardian elects to enroll the pupil in another district.

L. Suspension Of Order To Expel

1. The Board, upon voting to expel a pupil, may suspend the enforcement of the

HEBER ELEMENTARY SCHOOL DISTRICT

Board Policy No. 5017: SUSPENSION OR EXPULSION OF PUPILS WITH EXCEPTIONAL NEEDS

- A. It is the intent of the Board that its policies and regulations be consistent with current law. Any part of this Policy which is not consistent with current law is void. This Policy shall apply to pupils with previously identified exceptional needs. Except as specified herein, such students shall, with respect to all other requirements contained in Board Policy 5016, be treated the same as pupils without previously identified exceptional needs.
- B. For the purposes of this Policy, a "pupil with previously identified exceptional needs" means a pupil who meets the requirements of Education Code section 56026 and who, at the time the alleged misconduct occurred, was enrolled in a special education program.
- C. The Principal, the Principal's designee, or the Superintendent may expel or suspend a pupil with previously identified exceptional needs from school for any of the reasons enumerated in Board Policy 5016 for not more than five consecutive school days for a single incident of misconduct and for up to 20 school days in a school year. If the student is transferred to another school or alternative educational program, the student may be suspended for up to 30 school days in a school year, but still not more than 5 consecutive school days for a single incident of misconduct unless the student is suspended by the Board pursuant to Education Code section 48912. However, a pupil with exceptional needs may be suspended for up to, but not more than, 10 consecutive school days if such pupil poses an immediate threat to the safety of himself or herself or to others. In the case of a truly dangerous pupil with exceptional needs, a suspension may exceed ten consecutive school days, or the pupil's placement may be changed, or both, if either the pupil's parent or legal guardian agrees or a court order so provides. Such pupils shall continue to receive a free and appropriate public education during the term of the suspension.
- D. The Board may order the expulsion of a pupil with previously identified exceptional needs pursuant to Education Code section 48915(b) or (d) consistent with current law only if all of the following conditions are met:
1. An individualized education program team meeting is held and conducted pursuant to Education Code sections 56340 *et seq.*;
 2. The team determines that the misconduct was not caused by, or was not a direct manifestation of, the pupil's identified disability;

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3. The team determines that the pupil was appropriately placed at the time the misconduct occurred;

E. The parent of each pupil with previously identified exceptional needs has the right to participate in the individualized education program team meeting preceding the commencement of expulsion proceedings, following the completion of a pre-expulsion assessment, through actual participation, representation, or a telephone conference call. The meeting shall be held at a time and place mutually convenient to the parent and the District within the period, if any, of the pupil's pre-expulsion suspension. A telephone conference call may be substituted for the meeting.

F. Each parent or guardian shall be notified of his or her right to participate in the meeting identified in paragraph D above at least 48 hours prior to the meeting. Unless a parent has requested a postponement, the meeting may be conducted without the parent's participation if the notice has been provided. The notice shall specify that the meeting may be held without the parent's participation, unless the parent requests a postponement for up to 3 additional schooldays. Each parent may request that the meeting be postponed for up to 3 additional school days. If a postponement has been granted, the District may extend any suspension of a pupil for the period of the postponement if the pupil continues to pose an immediate threat to the safety of himself, herself or others and the District notifies the parent that the suspension will be continued during the postponement. However, the suspension shall not be extended beyond ten consecutive school days unless agreed to by the parent, or by a court order. If a parent who has received proper notice of the meeting refuses to consent to an extension beyond 10 consecutive schooldays and chooses not to participate, the meeting may be conducted without the parent's consent.

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G. In determining whether a pupil should be expelled, the individualized education program team shall base its decision on the results of a pre-expulsion educational assessment conducted in accordance with Title 34 C.F.R. section 104.35 which shall include a review of the appropriateness of the pupil's placement at the time of the alleged misconduct, and a determination of the relationship, if any, between the pupil's behavior and his or her disability. In addition, the team shall also review and consider the pupil's health records and school discipline records. The District shall provide written notice to the parent of its intent to conduct a pre-expulsion assessment. The parent shall make the pupil available for the assessment at a site designated by the District.

H. If the individualized education program team determines that the alleged misconduct was not caused by, or a direct manifestation of, the pupil's disability, and if it is determined that the pupil was appropriately placed, the pupil shall be subject to the same disciplinary actions and procedures applied to other pupils who are not disabled.

I. The parent of each pupil with previously identified exceptional needs has the right to a due process hearing if the parent disagrees with the decision of the team or if the parent

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disagrees with the decision to rely upon information obtained, or proposed to be obtained for the pre-expulsion assessment.

- J. No expulsion hearing shall be conducted for an individual with previously identified exceptional needs until all of the following have occurred:
 - 1. A pre-expulsion assessment is conducted.
 - 2. The individualized education program team meets.
 - 3. Due process hearings and appeals, if initiated, are completed.
- K. The statutory times prescribed for expulsion proceedings for individuals with previously identified exceptional needs shall commence after the completion of the requirements contained in Section I above.
- L. If an individual with previously identified need is excluded from school bus transportation, the pupil is entitled to be provided with an alternative form of transportation at not cost to the pupil or parent.
- M. When any pupil with previously identified exceptional needs engages in conduct that would warrant suspension for more than 10 days or expulsion for any pupil, there must be a pre-expulsion educational assessment before any determination is made that the pupil should be suspended for more than 10 days or expelled. The pre-expulsion educational assessment shall be conducted in accordance with the guidelines of Section 104.35 of Title 34 of the Code of Federal Regulations, and shall include a review of the appropriateness of the pupil's placement at the time of the alleged misconduct.
- N. When any pupil with previously identified exceptional needs engages in conduct that would warrant suspension for more than 10 days or expulsion, each of the pupil's parents or guardian shall be notified of their right(s) to participate in an IEP team meeting at least forty-eight hours prior to the meeting. Unless a parent or guardian has requested a postponement, the meeting may be conducted without the parent's participation if the notice has been provided. The notice shall specify that the meeting may be held without the parent's participation unless the parent requests a postponement for up to three additional schooldays. If a postponement is granted the District may extend any suspension of a pupil for the period of postponement if the pupil continues to pose an immediate threat to the safety of himself, herself, or others and the District notifies the parent that the suspension will be continued during the postponement. The suspension shall not be extended beyond 10 consecutive school days unless agreed to by the parent, or by a court order. If a parent who has received proper notice of the meeting refuses to consent to an extension beyond 10 consecutive schooldays and chooses not to participate, the meeting may be conducted without the parent's participation. Parents will also be

informed that the IEP team may recommend expulsion as a result of this meeting, and the right to have a representative present at the meeting. Parental participation may be through actual participation, representation or a conference call. A pupil with exceptional needs may be suspended for ten days or less in a school year, without the suspension constituting a change in placement.

- O. In reaching its decision about any proposed suspension for more than ten days or an expulsion, the IEP team shall base its decision on results of a pre-expulsion educational assessment conducted in accordance with the guidelines of Section 104.35 of Title 34 of the Code of Federal Regulations. In addition, it may base its decision on relevant information that has been acquired within three (3) years of the date of the alleged misconduct.

Relevant information shall include all of the following:

1. A review of the pupil's school progress and behavior, if available, including, but not limited to, a review of the pupil's individualized education program, teacher progress reports and comments, school health records, and school discipline records.
 2. A review of the ability of the pupil to conform his/her behavior to the prescribed standards, and a determination of the relationship, if any, between the pupil's behavior and his/her disability.
- P. If the IEP team concludes that the misconduct was not caused by or was not a direct manifestation of the pupil's disability and that the pupil was appropriately placed, the pupil may be disciplined under the District's procedures for other pupils. The parents or guardian shall be informed of all procedural and due process rights, including the right to a due process hearing if the parent disagrees with the decision to rely upon information obtained.
- Q. If the pupil's misconduct was caused by or was a direct manifestation of his or her disability and maintaining the pupil in his or her current placement is substantially likely to result in injury either to the pupil or to others, the Superintendent, pursuant to applicable federal laws, may seek an order from a court of competent jurisdiction to expel the pupil or suspend the pupil for more than ten days.
- R. The statutory times and those contained in Board Policy 5014 prescribed for expulsion proceedings shall commence after the completion of the pre-expulsion assessment, the IEP team meeting and all due process hearings and appeals available under federal law.
- S. The term "pupil with previously identified exceptional needs" means a pupil who meets the requirements of Section 56926 of the Education Code and who, at the time the alleged

misconduct occurred, was enrolled in a special education program, including enrollment in nonpublic schools pursuant to Section 56365 of the Education Code and state special schools.

- T. An expulsion hearing may be conducted if a pre-expulsion assessment has been conducted, an IEP meeting has been held, the IEP team has determined that the misconduct was not caused by, or a direct manifestation of the student's identified disability and the student was appropriately placed at the time the misconduct occurred, and due process hearings and appeals have been completed if initiated pursuant to 20 U.S.C. section 1415.
- U. The restrictions and special procedures provided above for the expulsion of a pupil with previously identified exceptional needs shall not apply when the pupil possessed a firearm, knife, explosive or other dangerous object of no reasonable use to the pupil, or the pupil committed or attempted to commit a sexual assault or committed sexual battery, at school or at a school activity off school grounds, unless for these acts the procedures in section A through T above are mandated under federal law.

V. Interim Alternative Placement

A student with a disability may be placed by the pupil's IEP team in an appropriate interim alternative educational setting when he/she commits one of the following acts:

1. Carries a weapon as defined in 18 U.S.C. 930 to school or to a school function
2. Knowingly possesses or uses illegal drugs while at school or a school function
3. Sells or solicits the sale of a controlled substance while at school or a school function

A hearing officer may order a change in placement of a student with a disability to an appropriate interim educational setting if the hearing officer:

1. Determines that the District has established by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the pupil or others.
2. Considers the appropriateness of the pupil's current placement.
3. Considers whether the District has made reasonable efforts to minimize the risk of harm in the pupil's current placement, including the use of supplementary aids and services.

4. Determines that the interim alternative educational setting allows the pupil to participate in the general curriculum, to continue to receive IEP services and to receive services designed to ensure that the behavior does not recur.

A student may be placed in the interim alternative educational setting for up to 45 days, or until the conclusion of any due process hearing proceedings requested by the parent or guardian.

- W. A student who has not been identified as an individual with disabilities may assert the procedural safeguards under this Policy only if the District had knowledge that the student was disabled before the behavior occurred. The District shall be presumed to have knowledge if one of the following conditions exists.

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services.
2. The behavior or performance of the pupil demonstrates the need for such services in accordance with 34 C.F.R. section 300.7.
3. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 C.F.R. 300.530-300.536.
4. The teacher of the student or other District personnel has expressed concern about the behavior or performance of the student to District administration in accordance with the District's established child find or special education referral system.

The District is not deemed to "have knowledge" as specified in items 1-4 above, if, as a result of receiving such information, the District either (1) conducted an evaluation and determined that the student was not a student with a disability, or (2) determined that an evaluation was not necessary and provided notice to the parent/guardian of its determination. If it is determined that the District did not have knowledge that the pupil was disabled, the pupil shall be disciplined in accordance with the procedures contained in Board Policy 5016.

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by the District.

- X. If the parent/guardian disagrees with a decision that the behavior was not a manifestation

of the pupil's disability or with any decision regarding placement, he/she has the right to appeal that decision. The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence until completion of the:

1. Pre-expulsion assessment and the manifest determination
2. IEP team meeting
3. Due process hearings and appeal, if initiated, have been completed.

Legal Reference:

Education Code section 48911, 48903, 48915.5, 56329
Title 34 Code of Federal Regulation sections 104.35, 300.7,
300.121, 300.545, 300.520, 300.527, 300.527, 300.530-300.537 6
20 U.S.C. section 1415

Date Policy Adopted By The Board: 3/11/03

HEBER ELEMENTARY SCHOOL DISTRICT

Board Policy No. 5043: BULLYING PREVENTION AND RESPONSE

I. Introduction

The Governing Board hereby recognizes that all pupils enrolled within the Heber Elementary School District have the inalienable right to attend classes on school campuses that are safe, secure, and peaceful. Therefore, it is the policy of the Heber Elementary School District that bullying behavior is prohibited and will not be tolerated. Pupils who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

II. Definitions

- A. **Bullying:** Bullying means one or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act.
- B. **Electronic Act:** "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. Such bullying through an electronic act (commonly referred to as "cyberbullying") includes, but is not limited to, posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's electronic and/or wireless account and assuming that person's identity in order to damage that person's reputation or friendships.

III. Reporting and Prevention

- A. Teachers and other District staff:
 - 1. The District shall provide staff development training to all staff that provides pupil services. This training shall include information about early warning signs of bullying, prevention and intervention techniques, explanation of the different means by which pupils might bully one another (with a particular focus on "cyberbullying"), reporting procedures, and explanation of other elements of this Board Policy.
 - 2. Teachers shall review this policy with their pupils in an age-appropriate manner.
 - 3. Any District staff member who observes acts of bullying or receives pupil reports of bullying are required to notify the principal or designee.

Date Policy Adopted by the Board: October 8, 2009

HEBER ELEMENTARY SCHOOL DISTRICT
Heber, California

B. Pupils and Parents:

1. Pupils are expected to immediately report conduct they consider to be bullying.
2. Pupils may submit a verbal or written complaint of conduct they consider to be bullying to any teacher or administrator.
3. Reporting pupils may request that their name is kept in confidence.
4. Parents who observe acts of bullying or receive pupil reports of bullying are asked to promptly notify school administrators in writing.
5. Parents or pupils who are unclear whether the relevant conduct constitutes bullying are encouraged to notify school administrators to bring the potentially objectionable conduct to the District's attention.

C. Community members:

1. Nothing in this policy precludes any other person from reporting conduct they consider to be bullying.
2. Community members making a report are asked to notify the Superintendent in writing, if possible.

D. School Administration Responsibilities:

1. Upon receiving a complaint of bullying, the principal or designee shall conduct an investigation. The methods of investigation shall be similar to those set out in BP 5002—Sexual Harassment of Pupils.
2. The investigation shall occur in a timely manner and shall be conducted with care for the affected pupils. To the extent possible, confidentiality shall be maintained during and after the investigation.
3. The school administration shall take reasonable steps to protect the complainant or any participant in the complaint process from any retaliation for filing the complaint.
4. The Superintendent may establish a protocol for receiving anonymous bullying reports. However, formal disciplinary action shall not be taken against an alleged bullying pupil based solely on an anonymous report.
5. If the alleged bullying includes the pupil's use of a social networking site or other Internet service that has terms of use that prohibit posting harmful material, the Superintendent or designee may file a complaint with that Internet site or service to have the material removed.

6. On at least an annual basis, the Superintendent shall report to the Governing Board the number of bullying reports, the results of such investigations, and any punitive and remedial measures taken by the school administration.

IV. Discipline

- A. A pupil in grades 4-8, inclusive, may be suspended or expelled if the Superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in this Board Policy, directed specifically toward a pupil or school personnel.
- B. A pupil in grades K-3, inclusive, may be disciplined in an appropriate manner not to include suspension or expulsion.
- C. The Superintendent or the principal of the school where the pupil is enrolled may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this Board Policy. In evaluating the appropriate discipline, the Superintendent or principal shall consider the age, grade-level, and physical and emotional maturity of the bullying pupil and the target of the bullying, as well as the severity of the offense.

V. Dissemination

- A. A copy of this policy shall appear in any publication that sets out the comprehensive rules, regulations, procedures and standards of conduct for the District.
- B. A copy of this Policy shall be provided to pupils, District staff, and parents at the beginning of each school year.

Legal Reference:

EDUCATION CODE

§ 32261 Defining bullying and electronic acts

§ 48900 Outlining actions that are grounds for suspension or expulsion

Date Policy Adopted by the Board: October 8, 2009

HEBER ELEMENTARY SCHOOL DISTRICT
Heber, California

HEBER ELEMENTARY SCHOOL DISTRICT

**Board Policy No. 5033: NOTIFICATION TO LAW ENFORCEMENT
AUTHORITIES OF PUPIL MISCONDUCT**

- A. The Principal or other designee of the Superintendent shall, prior to the suspension or expulsion of any pupil, notify the appropriate law enforcement authorities of any acts of the pupil which may violate Penal Code section 245 covering assaults upon another person with a deadly weapon or a firearm.
- B. The Principal or other designee of the Superintendent shall notify the appropriate law enforcement authorities whenever a pupil brings a firearm or other weapon to school.
- C. The Principal or other designee of the Superintendent shall, within one schoolday after the suspension or expulsion of any pupil, notify the appropriate law enforcement authorities of any acts of the pupil which may violate Education Code section 48900 (c) or (d).
- D. The Principal or other designee of the Superintendent shall notify the appropriate law enforcement authorities of any acts of a pupil that may involve the possession or sale of narcotics or of a controlled substance or of a violation of Penal Code sections 626.9 and 626.10 which are provisions of the California Gun-Free Zone Act.

Legal Reference:
20 U.S.C. section 8922
Education Code section 48902

Date Policy Adopted By The Board: 3/11/03

HEBER ELEMENTARY SCHOOL DISTRICT

Board Policy No. 5001: NONDISCRIMINATION

- A. It is the policy of the District to provide to every pupil an equal opportunity to receive an education as required by federal and/or state law in any District program or activity. No person shall illegally discriminate against or engage in harassment of a pupil because of the pupil's race, sex, gender, gender identity, gender expression, sexual orientation or preference, color, religion, mental or physical disability, nationality, ancestry, ethnicity, or any other characteristic that is contained in or identified in Section 422.5 of the Penal Code. Further, the District shall not tolerate discrimination against a pupil because another perceives that the pupil has one or more of the characteristics of a member of the above-protected groups or because the pupil is associated with a person who has or is perceived to have any of the characteristics of a member of the above protected groups. This prohibition applies to school sponsored athletic programs. No teacher shall give any instruction, nor shall there be any activity or textbook or instructional materials used which reflect adversely upon persons because of their race, sex, gender, gender identity, gender expression, sexual preference or orientation, color, religion, disability, nationality, ancestry, or ethnic group identification or because another perceives that a pupil has one or more of the characteristics of the above protected groups. No textbook or other instructional materials shall be used which contain any matter reflecting adversely upon persons in the above-identified protected groups. The Superintendent is designated as the Equal Educational Opportunity/Title IX management employee directly responsible for coordinating efforts to ensure compliance with all nondiscrimination laws. The Superintendent may designate another administrator to be directly responsible.
- B. For the purposes of this Policy, and Board Policies regarding prohibited discrimination against pupils, the following definitions apply.
- "Race or ethnicity" means ancestry, color, ethnic or group identification, and ethnic background.
 - "Sex" means the biological condition or quality of being a female or male human being.
 - "Gender" means sex and includes a person's gender identity and gender expression.
 - "Gender expression" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.
 - "Sexual orientation" means heterosexuality, homosexuality, or bisexuality.
 - "Color" includes the concept "race" as it is used in Title IV and Title VI of the Federal Civil Rights Act of 1964, respectively commencing at 42 USC 2000c and 20 USC 2000d.

HEBER ELEMENTARY SCHOOL DISTRICT

Board Policy No. 5024: LIMITATIONS ON APPEARANCE/UNIFORM POLICY

- A. The Board encourages pupils to dress appropriately for school. The Board believes that pupils should be neatly and cleanly dressed.

- B. The Board acknowledges that pupils have legal rights to freedom of expression, but the following limitations on appearance shall apply:
 - 1. Pupils must dress safely. For example, appropriate footwear must be worn at all times. Footwear must be safe and not limit participation in school activities. Thongs, flip-flops, or thin-strapped sandals may not be worn for outdoor play, athletic or other activities for which unsafe.

 - 2. Pupils must dress appropriately for educational activities in which they will participate so as not to endanger their health, safety or welfare. Ornamentation or jewelry which poses a safety hazard shall not be worn. The Board recommends that pupils not wear jewelry in pierced tongues, faces or body parts other than ears, and that jewelry in multiple pierced ears not be worn because of the threat to the health and safety of the pupil. Students with pierced portions of their bodies may be required to remove jewelry during activities in which the wearing of such jewelry may endanger their safety.

 - 3. Pupils must be cleanly dressed so as not to promote unhealthy or unsanitary conditions.

 - 4. Pupils shall not dress in an obscene manner or display obscene material on clothing or personal items. Extremely brief garments, such as very short skirts, skorts or shorts, and too-revealing garments, such as plunging necklines, see-through shirts, and clothing which reveals underclothing, breasts, buttocks, or midriffs is prohibited.

 - 5. Pupils shall not display any material which advertises or promotes an unlawful act such as the consumption of alcoholic beverages by minors or the possession, sale or use of controlled drugs or substances.

 - 6. Pupils shall not display any material which is libelous or slanderous.

 - 7. Pupils shall not display any material which so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the

violation of District policies or rules.

8. Pupils shall not display any material which so incites pupils as to create a clear and present danger of a substantial disruption of the orderly operation of the school or the educational process.
9. Pupils may wear sun-protective clothing, including but not limited to hats for outdoor use only.
10. Gang apparel and gang-related apparel is hazardous to the health and safety of the school environment. The Superintendent is authorized to meet with law enforcement and other knowledgeable persons in the community to identify gang activity, gang and gang-related apparel, and to provide notice to parents, guardians and pupils of such prohibited items if gang activity is present. Pupils wearing or carrying overt gang paraphernalia/clothing shall be referred to the Superintendent or designee. If necessary, the pupil's parent or guardian shall be contacted and the pupil sent home to change clothes.

C. No pupil may be suspended because of a violation of Section B of this Board Policy unless:

1. Other means of correction fail to bring about proper conduct;
2. The pupil has been given adequate notice of the violation of this Board Policy; and
3. The pupil has been given an adequate opportunity under the circumstances to comply with the direction to cease violating this Board Policy.

D. This Board Policy shall not be interpreted so as to limit any efforts by employees to have pupils voluntarily dress in a manner which promotes a better learning atmosphere.

E. **UNIFORM POLICY**

1. The District has adopted a school wide uniform policy to deter the influence of gangs, help prevent violence in school, improve the learning environment, minimize socio-economic and dress differences between pupils and improve student behavior. The adopted uniform of the school is set forth below.

F. Students may wear the uniform of a nationally recognized youth organization such as the

Boy Scouts or the Girl Scouts on regular meeting days.

- G. No pupil shall be denied attendance at school, penalized, academically or otherwise, or subjected to discipline for failing to wear the adopted uniform by reason of financial hardship; when wearing a uniform violates the pupil's religious beliefs; or when a pupil's parent or guardian has secured an exemption from the uniform requirements as set forth in paragraph H below. Paragraphs A-D above shall apply to all pupils even if the pupil's parent has opted out of the uniform requirements.
- H. If a parent or guardian desires to exempt his or her pupil from the uniform policy, the parent or guardian must observe the following procedures within 15 school days of the date of the pupil's first day of enrollment and following annual notice of this Policy to parents by the Superintendent. After this date, no exemptions will be allowed for the remainder of the year.
1. Request an Application for Exemption from the Uniform Policy from the District Office.
 2. Complete and return the Application to the District Office.
 3. Meet with the Superintendent or designee to discuss the uniform policy, the parent's objections and the reasons for the Policy.
- I. The Superintendent shall provide annual notice in English and Spanish to parents of the requirements for uniform clothing, a list of vendors of uniform articles and prices, the procedure for obtaining an exemption from the uniform requirements, and the availability of resources to assist economically disadvantaged pupils.
- J. No student may be suspended because of a violation of the uniform policy unless the pupil has been given adequate opportunity under the circumstances to cease violating the uniform policy, and a conference with the Superintendent/designee has been conducted to determine the reason why compliance cannot be achieved.

Legal Reference:

Education Code sections 35183, 35183.5, 48907, 48900, 48900.5

Date Policy Adopted By The Board: 3/11/03
Amended By The Board: 6/02/05

HEBER ELEMENTARY SCHOOL DISTRICT Dress Code

PERMITTED

A. Pupils should be dressed appropriately, neatly, and cleanly.

- Pupils must dress safely. Footwear must be safe and not limit participation in school activities.
- Pupils must dress appropriately for educational activities.
- Pupils must be cleanly dressed.
- Pupils may wear sun-protective clothing, for outdoor use only.

PROHIBITED

B. The Board has set the following limitations on appearance:

- Thongs, flip-flops, thin strapped sandals may not be worn for outdoor play.
 - Ornamentation or jewelry which poses a safety hazard. The board recommends that pupils not wear jewelry in pierced tongues, faces, or body parts other than ears. As a safety precaution, pupils with pierced portions of their bodies may be required to remove jewelry during activities.
 - Pupils must not dress in an obscene manner or display obscene material on clothing or personal items. Extremely brief garments, such as short skirts, skorts, or shorts, and garments that are too revealing, such as plunging necklines, see-through shirts, or that reveal breasts, buttocks, or midriffs are prohibited.
 - Pupils may not wear material that advertises and/or promotes unlawful acts, such as the consumption of alcoholic beverages, possession, sale or use of controlled drugs or substances.
 - Pupils may not display any libelous or slanderous material.
 - Pupils may not display material that may incite other pupils to create a clear danger of unlawful acts on school premises or the violation of District policies or rules.
 - Pupils may not display any material that may incite other pupils to create a substantial disruption of the orderly operation of the school or the educational process.
 - Gang apparel and gang-related apparel may not be worn as it is hazardous to the safety of the school environment.
- C. Pupils may not be suspended because of a violation of Section B of this Board Policy unless**
- Other means of correction fail to bring about proper conduct
 - Pupil has been given adequate notice of the violation of the Board Policy
 - Pupil has been given an adequate opportunity to comply with the direction to cease violating the Board Policy
- D. This Board Policy shall not be interpreted so as to limit any efforts by employees to have pupils voluntarily dress in a Manner, which promotes a better learning environment.**

HEBER ELEMENTARY SCHOOL DISTRICT

Board Policy No. 5040: ELECTRONIC SIGNALING DEVICES

- A. The District Governing Board generally discourages the use of electronic signaling devices by pupils on school district property or while at school sponsored events. Such devices frequently disrupt the instructional process, endanger the safety of pupils and employees, and potentially cause or result in illegal activity.

- B. For purposes of this Policy, the term electronic signaling device is any device that operates through the transmission or receipt of radio waves, including, but not limited to, pagers, cellular telephones, two- way radios, and e-mail communicators.

- C. A pupil may possess any electronic signaling device: (1) while on District property; (2) while attending a school-sponsored activity; or (3) while under the supervision and control of District employees.

- D. A pupil must deactivate any electronic signaling device in the pupil's possession during all instructional activities, during all school-sponsored activities, and while riding in any District vehicle.

- E. A pupil may activate and use any electronic signaling device only if such use is not disruptive. Use of any electronic signaling device is strictly prohibited during all instructional activities, during all school-sponsored activities, and while riding in any District vehicle. There are three exceptions: (1) the use is essential to the health of a pupil, and the pupil has a written verification from a licensed physician or surgeon or other appropriate verification on file with the District Office stating that such use is essential to the health of the pupil and the use is limited to purposes related to the health of the pupil; (2) the use is reasonable due to an officially declared emergency; or (3) law enforcement certifies to the District prior to the use that such use is essential to the safety of the pupil due to particular circumstances which require it.

- F. As long as such use does not create a disruption on District property, including a District bus, or at a District sponsored event, a pupil may activate and use any electronic signaling device only before or after the school day begins except as may be authorized under paragraph E of this Policy.

- G. A pupil is required to exercise reasonable care and reasonable courtesy in the use of any electronic signaling device.

- H. A pupil who violates this Policy may have the electronic signaling device confiscated, may be denied continuing possession of any electronic signaling device, and/or may be disciplined.

- I. The District assumes no liability whatsoever in permitting pupils to possess electronic

signaling devices. The District assumes no liability for the use, misuse, or loss or damage to electronic signaling devices, or for any loss or damage caused by them.

Legal Reference:

Education Code section 48901.5

Date Policy Adopted By The Board: **January 13, 2005**

HEBER ELEMENTARY SCHOOL DISTRICT

Board Policy No. 1001: USE OF SCHOOL FACILITIES AND GROUNDS

A. Use Of School Facilities And Grounds

It is the policy of the District to grant the use of its school facilities and grounds as a civic center to District citizens, parent-teachers associations, Camp Fire girls, Boy Scout troops, farmers' organizations, school-community advisory councils, senior citizens- organizations, clubs, and associations formed for recreational, educational, political, economic, artistic, or moral activities where they may engage in supervised recreational activities, and where they may meet and discuss any subjects and questions which in their judgment pertain to the educational, political, economic, artistic, and moral interests of the community. Such uses shall be granted only by written agreement upon the terms and conditions set forth in this Board Policy and only for the following purposes.

B. Types Of Uses Permitted

1. Public, literary, scientific, recreational, educational, musical, cultural, or public agency meetings.
2. The discussion of matters of general or public interest, such as those pertaining to the educational, political, economic, artistic, and moral interests of the citizens of the community.
3. The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization which has no suitable meeting place for the conduct of services. The Board will charge the church or religious organization a fee for its use of school facilities and grounds at least equal to the District's direct costs.
4. Child care or day care programs to provide supervision and activities for children of preschool and elementary school age.
5. The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies.
6. Supervised recreational activities including, but not limited to, sports league activities for youths that are arranged for and supervised by entities, including religious organizations or churches, and in which youths may participate regardless of religious belief or denomination.
7. A community youth center.
8. Additionally, the District shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and

welfare shelters during disasters or other emergencies affecting the public health and welfare. The District policy is to cooperate with these agencies in furnishing and maintaining such services as may be deemed necessary by the Governing Board to meet the emergency needs of the community.

9. Other purposes deemed appropriate by the Governing Board to meet the needs of the community.

C. Required Uses of District Facilities and Grounds

1. Pursuant to Education Codes section 38134, where an alternative location is not reasonably available, the use of any school facilities or grounds under District control will be granted to nonprofit organizations, and clubs or associations organized to promote youth and school activities, including, but not limited to:

Girl Scouts, Boy Scouts, Camp Fire, Inc.
Parent-Teachers' associations
School-community advisory councils.

2. This paragraph does not apply to require the District to grant the use of its facilities or grounds to any group that uses school facilities or grounds for fund-raising activities that are not beneficial to youth or public school activities of the District as determined by the Governing Board.

D. Types Of Activities Prohibited

1. Any use of school facilities and grounds by an individual, group, club or organization for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the government of the United States or of the state by force, violence, or other unlawful means.
2. Any use of school facilities or grounds that is inconsistent with the use of a school's facilities or grounds for school purposes or which interferes with the regular conduct of schoolwork or the school program.
3. Commercial advertising.
4. Activities which involve the possession, consumption and/or sale of alcoholic beverages or any substance restricted by law.
5. Activities that violate or do not comply with the laws of the United States, the State of California, this Board Policy, related regulations, or any other policy or regulation of the District.

The District may require the furnishing of additional information as it deems necessary in order to make the determination that school buildings and grounds will not be used for a

prohibited activity. The determination of whether the use of school buildings and grounds is for a prohibited activity is within the sole discretion of the Governing Board.

E. Free Use of District Facilities and Grounds

1. Free use shall apply to all of the activities identified in paragraph B except number 3. Free use also shall not apply to any group that uses school facilities or grounds for the following purposes:

Fund-raising activities that are not beneficial to either youth or public school activities as determined by the Governing Board;

Entertainment activities or meetings where admission fees are charged or contributions are solicited and the net receipts are not expended for the welfare of the pupils of the District or for charitable purposes.

2. Activities entitled to the free use of District facilities and grounds under this Policy shall be charged for the use of equipment or services which they require in addition to the use of the facilities or grounds. The Governing Board reserves the right to refuse to permit the use of its equipment or the services of its employees for reasons based upon the needs of the District.

F. Direct Cost Use of District Facilities and Grounds

1. The District shall charge its direct costs for the use of its facilities or grounds for fund-raising activities that are not beneficial to either youth or public school activities.
2. "Direct costs" are the costs of supplies, utilities, janitorial services, services of any other District employees, and salaries paid school district employees necessitated by the organization's use of the school facilities and grounds.
3. Exhibit F contains the costs charged for direct cost use of District facilities, the schedule of fees for the use of equipment and the services of District employees, and the fair rental value for the use of District facilities and grounds as permitted in paragraph G below.

G. Fair Rental Value Use of District Facilities and Grounds

1. In the case of entertainment events or meetings conducted by non-profit organizations where admission fees are charged or contributions are solicited and the net receipts are not expended for the welfare of the pupils of the District or for charitable purposes, a charge shall be levied equal to the fair rental value.

2. "Fair Rental Value" means the direct costs to the District, plus the amortized costs of the school facilities or grounds used for the duration of the activity authorized. See Exhibit F.

H. Commercial Use of District Facilities and Grounds

Private, commercial groups and organizations organized for profit that request the use of District facilities and grounds for the purpose of engaging in profit-making activities are not covered by this Policy or the Civic Center Act. Such groups or organizations may apply for the use of District facilities on a commercial, rental or lease basis upon mutually agreeable terms and conditions through the District Business Office.

- I. The Governing Board may also make its facilities and grounds available to other public agencies by agreement.

J. General Rules And Procedures For The Use Of School Facilities And Grounds

The Governing Board has the exclusive right to manage, direct and control the use of its school facilities and grounds. The use of District facilities and grounds are subject to and conditioned upon the rules contained in paragraph G below.

K. General Rules

1. Building facilities are available for use Monday through Friday. Grounds are available Monday through Sunday when buildings and grounds are not scheduled for maintenance or repair up to no later than 10:00 p.m.
2. Any group, club or organization which includes minors shall have a sufficient number of adults present to supervise its use of school facilities or grounds.
3. Any use of school facilities and grounds for civic center activities shall not be inconsistent with the use of the school facilities and grounds for school purposes and shall not interfere with the regular conduct of school work or school activities.
4. First priority for use will be given to District activities and programs directly related to the educational program and the activities of organizations sponsored by the District, to include student body organizations or auxiliary groups closely allied to the school program, such as Parent-Teacher Organization, which are designed to serve the youth of the District community. Second priority will be given to the activities of nonprofit groups, clubs and organizations organized to promote youth and school activities. Third priority will be given to activities the proceeds of which will benefit youth or charity and meetings which do not raise funds but are meetings in which members of the public may discuss subjects pertaining to the educational, political, economic, artistic and moral interests of the community. All other requested uses shall be on a first-come, first-served basis.

5. No school furniture, equipment or apparatus may be removed or displaced by any person, persons, or organizations without permission from the principal. School property may not be removed from the school premises at any time.
6. School property must be protected from any loss, damage or destruction. Each user is responsible for the condition in which school property is left. If school property is lost, damaged or destroyed, the user will be charged an amount necessary to replace or repair the property, and further use of school facilities may be denied.
7. There will be no smoking in any school or District building or on District grounds. Alcoholic beverages, illegal drugs, firearms and other weapons are not permitted on school premises.
8. Users must conduct their activities in an orderly manner, and leave facilities and grounds in a neat and sanitary condition with furniture and equipment in its proper place.
9. The District does not assume responsibility for claims for personal injury, bodily injury or property damages, liability cost or expense which does or may arise out of the negligent use of school facilities or grounds. Any group using District facilities or grounds shall be liable for any injuries resulting from the negligence of the group during the use of those facilities or grounds. Any group which intends to use District facilities or grounds for an activity which requires the District to charge its direct costs or the fair rental value of its facilities for such purpose shall be required to present evidence of insurance as required by this Policy.
10. Pursuant to Education Code section 38082, food shall not be sold at any school cafeteria to anyone except pupils, employees and members of the governing board of any school district and members of the fund or association maintaining the cafeteria. The Governing Board, however, may exempt by formal resolution other individuals and organizations from this rule including senior citizens participating in any program conducted pursuant to Chapter 6 (commencing with Section 9500) of Division 8.5 of the Welfare and Institutions Code.

The following persons or groups are exempt from the provisions of Education Code section 38082:

- (a) Members of the staff of the State Department of Education and the Office of the County Superintendent of Schools;
 - (b) Members of parent-teachers' organizations; or
 - (c) Guests of District employees
11. Any violations of District rules and/or regulations, or State or Federal law regarding the use of District facilities and grounds, any loss, destruction or damage to District

property, leaving property littered or unclean, failure to make prompt payment for charges, or the failure to pay for loss, destruction, damage, or the return of the property to a neat and clean condition, may result in cancellation of a scheduled use and/or refusal by the District to permit further use of its property by the user.

12. If a School Facility User uses keys owned by the District, the keys must be returned promptly to the District. If the keys are not promptly returned to the District, the School Facility User will be required to pay all costs for re-keying the lock(s) affected.

L. Application Procedures

Every applicant group, club or organization desiring to use District school facilities or grounds must comply with the following procedures:

1. Any individual applying for the use of school property on behalf of any group, club or organization shall be a member of the applicant group and, unless he or she is an officer of the group, must present written authorization from the applicant group to make the application and execute the required documents. All documents required before use may be granted may be obtained from and must be submitted to the District office.
2. Complete Attachment "A", "Request For Use Of School Facilities And/Or Grounds" no later than ten (10) days prior to the date that the group, club or organization has requested to use the District's facilities or grounds. The hours of requested use specified in the application shall determine the period during which the school property may be used. Special permission must be obtained from the Superintendent before any extension of time will be permitted.
3. Pursuant to California Education Code section 38136-38137, complete and sign under penalty of perjury Attachment "B", "Statement of Information." The Governing Board, in its sole discretion, may consider any Statement of Information as continuing in effect for the period of one year from the date of the signature thereon. The Governing Board also may require additional information as it deems necessary to determine that the use of school property for which application is made does not violate Education Code section 38135.
4. Complete and sign Attachment "C", "Hold Harmless Agreement." Each applicant, except those that are fee exempt, shall provide no later than five (5) school days prior to the use of District facilities and/or grounds a certificate of insurance and policy endorsement in accordance with Attachment "D", "Liability Insurance Required for Use of School Facilities and Grounds for Nonschool Purposes." Failure to timely submit these documents will result in denial of the requested use of school facilities and grounds.

5. Each applicant shall submit the payment of fees for the use of the school facilities and grounds in accordance with Attachment "E," "Charges for the Use of Facilities and Grounds" and Attachment "F," "Fee Schedule," attached hereto. The appropriate fee shall be submitted no later than five (5) working days prior to the date of use of the school facilities and grounds. If advance payment of the appropriate fee is not timely submitted, use of school facilities and grounds will not be granted.

Legal Reference: Education Code sections 38082, 38130-38139
Business and Professions Code section 25608

Date Policy Adopted By The Board: April 10, 2003
Date Policy Revised By The Board: August 28, 2014

**HEBER ELEMENTARY SCHOOL DISTRICT
ATTACHMENT A
REQUEST FOR USE OF SCHOOL FACILITIES AND/OR GROUNDS**

Date: _____

The undersigned hereby requests permission to use _____
School Facility

| Date(s) | Hours of Use | Date(s) | Hours of Use |
|---------|--------------------|---------|--------------------|
| _____ | _____ m to _____ m | _____ | _____ m to _____ m |
| _____ | _____ m to _____ m | _____ | _____ m to _____ m |
| _____ | _____ m to _____ m | _____ | _____ m to _____ m |

Starting time of meeting is _____ Doors to open at _____

Expected Attendance _____ The meeting will ___ will not ___ be open to the general public.

Purpose and Nature of Use: _____

Person in Charge of Meeting: _____
Name Address Phone

Will admission be charged or donations accepted? Yes ___ No ___

If yes, for what purpose will the proceeds be used? _____

Percent of proceeds to the above ___ %

I hereby certify that I am an authorized officer of the group requesting the use of school facilities and/or grounds.

I hereby certify that the undersigned and the group shall be responsible for any damage sustained on the school premises, or to furniture or equipment because of the occupancy of said premises by this group. I agree to sign and submit the attached Hold Harmless Agreement with this request.

I, on behalf of the organization, have read and agree to abide by and to enforce the rules set forth in Board Policy No. 1001.

Insurance: (name of group) shall, at all times during the term of this agreement, at its own cost and expense, procure and continue and maintain in full force comprehensive general liability insurance in a minimum amount of \$1,000,000. Said insurance shall indemnify both (name of group) and the School District and its officers, agents and employees. A certificate of insurance shall be provided to the School District no later than three (3) school days before the use of the facilities or grounds. It is further agreed that User's insurance shall be considered primary insurance for the payment and indemnification of any costs and/or damages. School District's comprehensive

general liability insurance shall be considered "excess" coverage which shall become obligated only upon the exhaustion of the primary coverage.

Property Condition: The School District makes no warranties or representations as to the fitness of the facilities or equipment to be used in connection with the event above named. The School District does not warrant or represent that the facilities and/or equipment are reasonably safe for the use intended above or that there is adequate security for the use of the facilities and/or equipment.

Severability: The unenforceability, invalidity, or illegality of any provision of this agreement shall not render the other provisions unenforceable, invalid or illegal.

Employee Services Required: Name of Organization: _____

Address: _____

Equipment Required:

Telephone: _____

PA. System _____
Tables _____
Spotlight _____
Piano _____
Podium _____
Chairs _____
Other _____

Authorized Officer-s Signature

Title: _____

Home Address: _____

Kitchen Services:

Coffee Maker _____
Utensils _____
Other _____

Liability Insurance Carrier Certificate Attached. Yes__ No __

Recommended: _____ Date: _____
Principal

Approved: _____ Date: _____ Fee: _____
Superintendent

In the interest of public health, the use of any tobacco products is prohibited on school or District property. The District, therefore, requests that people refrain from the use of tobacco products. Thank you for your cooperation.

HEBER ELEMENTARY SCHOOL DISTRICT
ATTACHMENT B
STATEMENT OF INFORMATION

The undersigned states that, to the best of his or her knowledge, the school property for use of which application is hereby made will not be used for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the government of the United States by force, violence or other unlawful means.

That (name of group) the organization on whose behalf the undersigned is making application for use of school property, does not, to the best of the undersigned's knowledge, advocate the overthrow of the government of the United States or the State of California by force, violence or other unlawful means, and that, to the best of his or her knowledge, it is not a Communist action organization or Communist front organization required by law to be registered with the Attorney General of the United States.

This statement is made under the penalties of perjury this ___ day of ____, ____ in the County of _____.

Dated: _____

Signed: _____

HEBER ELEMENTARY SCHOOL DISTRICT
ATTACHMENT C
HOLD HARMLESS AGREEMENT

In consideration for the use of school district facilities and/or grounds, the undersigned authorized officer, on behalf of the applicant group, club or organization, its members and participants in its activities on District property hereby agrees to indemnify and hold harmless the District, its officers, agents and employees from any and all liabilities, claims, obligations, judgments, suits, costs, damages, expenses, attorneys' fees, incurred or paid, arising out of, or on account of, any property loss, damage or destruction, personal injury or death, or any other damages of whatever kind or nature, arising out of or related to its use of school district facilities and grounds to the full extent provided by law.

The terms of this HOLD HARMLESS AGREEMENT shall be binding upon the heirs, executors, administrators, successors and family members of the group, club or organization, its members and participants in its activities on District property.

The unenforceability, invalidity, or illegality of any provision of this agreement shall not render any other provision unenforceable, invalid or illegal.

I HEREBY CERTIFY THAT I HAVE READ THIS DOCUMENT FULLY, UNDERSTAND EACH AND EVERY TERM AND PROVISION, AND THAT I EXECUTE THIS DOCUMENT VOLUNTARILY.

I further certify that I have been provided full opportunity to consult with an attorney or any other individual at my own expense as to the meaning and legal effect of this document.

Applicant: _____, also certifies that I am the duly qualified and authorized officer of:

_____ (name of group)

Dated: _____

Applicant Signature: _____

HEBER ELEMENTARY SCHOOL DISTRICT
ATTACHMENT F
FEE SCHEDULE

Effective July 1, 2014

1. Multi-purpose room - \$75 per hour.

Utilities - \$25 per hour

If a custodian is required to open, set-up, clean and lock-up, the overtime pay rate of the scheduled custodian will be charged.

2. Classroom - \$50 per hour.

Utilities - \$25 per hour

If a custodian is required to open, set-up, clean and lock-up, the overtime pay rate of the scheduled custodian will be charged.

3. Fields

Use of fields will be allowed at no cost. However, all organizations are required to request the use of the field in writing and must provide a lock and key to open and lock the gates each night. The organization must provide a copy of the key to the District.

4. Field Lights - \$150 per season

Adopted by the Board: April 14, 2011

HEBER ELEMENTARY SCHOOL DISTRICT

Board Policy No. 1010: VISITORS

- A. Parents/guardians and interested members of the community are encouraged to visit the District's schools and view the educational program.
- B. If a conference with a teacher is the purpose of the visit, an appointment must first be made with the teacher for the conference which must be held on non-instructional time.
- C. All visitors must register immediately with the principal or site administrator upon entering any school building or school grounds. The principal or site administrator shall provide a visible means of identification to visitors with a legitimate reason for being on school property to wear at all times while on school premises.
- D. Except in unusual circumstances, only a parents/guardians will be permitted to observe instruction or student activities which involve their child.
 1. A parent or guardian who desires to observe instruction and/or other school activities that involve the parent or guardian's child shall submit a prior written request to the principal including the classroom or activity desired to be observed, name of child participating in the class or activity, and general reason for the request. The principal will make arrangements with the teacher. The time, date, and length of the observation will be at the discretion of the teacher. If the requested time is not appropriate under the circumstance, alternative arrangements will be made.
 2. The principal may place reasonable limitations on the frequency or number of classroom visits per parent/guardian or other observers at a time where a parent/guardian is not a classroom volunteer.
 3. No classroom observation will be permitted if it conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.
 4. Approved parents/guardians shall sign in immediately upon arriving on campus in the office, sign out at the office on leaving the office, and obtain and wear a visitor's permit/sticker at all times.
 5. Parents/guardians approved for a particular observation are not to go to other classrooms or areas other than the area of the approved observation.
 6. Children/siblings may not accompany parents/guardians to observe classrooms or other activities.
 7. Parents/guardians observing in classrooms are not to converse with the teacher during class time. Arrange a time before or after school to do so.

8. Parents/guardians are not to communicate with their children or the other children during class time.
9. The teacher will provide a place for visitors to observe which will not disrupt classroom work. Observers should remain in the designated area.
10. Observers must enter and leave the classroom as quietly as possible.
11. Observers are not to read or review completed tests, scores, or other confidential information regarding students in the class.
12. Observers are not to use cellular phones, cameras, photographic equipment, tape recorders or other electronic listening or recording devices in the classroom or while observing other activities without the prior permission of the principal or designee and teacher. Education Code section 51512.
13. Observers are not to bring to school any item which students are not permitted to possess at school such as drugs, weapons, gum, alcohol, etc.

E. Disruption of school, office, or educational program

1. Any visitor who disrupts or threatens to disrupt school, office or the educational program or threatens the health and safety of students or staff, or willfully causes property damages or uses loud and/or offensive language which could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on school district property, will be directed to leave school or District property promptly by the superintendent, principal or designee.
2. If a visitor uses obscenities or speaks in a demanding, loud, insulting and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely admonish the speaker to communicate in a civil manner. If the conduct does not stop, the District employee will verbally notify the person that his participation in the meeting, conference, telephone conversation, or observation is terminated and, if on District premises, the person will be directed to leave District property promptly.
3. When a visitor is directed to leave District property under the above circumstances, the Superintendent, principal or designee shall inform the visitor that he/she will be guilty of a misdemeanor in accordance with Education Code section 44811 and Penal Code sections 415.5 and 626.7 if he/she reenters any District facility within thirty (30) days after being directed to leave or within seven (7) days if the visitor is a parent/guardian of a student attending that school.
4. If a visitor refuses to leave upon request or returns before the applicable period of time, or if it reasonably appears that students, employees or District property may be

in immediate danger of physical violence, the Superintendent, principal or designee shall immediately notify law enforcement.

5. When violence is directed against an employee or student, or there is threatened damage or theft of District property, the employee shall promptly report the incident to the principal or supervisor and complete and file an Incident Report.

Legal Reference: Education Code sections 33210, 32211, 32212, 35292, 44014, 44810, 44811, 49091.10(b), 51512
Penal Code sections 243.5, 626.8, 626.10, and 627

Date Policy Adopted By The Board: October 9, 2014

HEBER ELEMENTARY SCHOOL DISTRICT

Board Policy No. 1011: PROTECTING PUPILS FROM POTENTIALLY DANGEROUS RESIDENTS OR VISITORS

- A. The Superintendent within his discretion shall provide or make available appropriate educational materials or educational information to parents and pupils designed to assist pupils to protect themselves from potentially dangerous residents or visitors to the community.
- B. The Superintendent or designee shall contact law enforcement agencies each school year to determine whether potentially dangerous individuals reside or may visit the community. The Superintendent or designee also shall check available web sites each school year to determine whether potentially dangerous individuals reside within the community. This shall include all convicted sex offenders who may pose any risk to pupils.
- C. The Superintendent or designee shall cooperate and coordinate with law enforcement agencies, including parole officers and probation officers, so that potentially dangerous individuals may be identified and the conditions of their parole or probation may be clarified so that any possible violations can be immediately reported.
- D. The Superintendent or designee may disseminate information on potentially dangerous individuals only in the manner approved by law and in consultation with law enforcement officials.

Legal Reference: Education Code sections 35160, 35160.1, 32211
Penal Code sections 290, 290.4, 290.45

Date Policy Approved By The Board: October 9, 2014

HEBER ELEMENTARY SCHOOL DISTRICT

Board Policy No. 5031: SUICIDE PREVENTION

- A. It is the purpose of this Policy to establish guidelines for suicide prevention, intervention, and postvention as required by Education Code section 215.

- B. Suicide Awareness and Prevention Training
 - 1. Suicide awareness and prevention training shall be provided to all teachers of 7th and 8th grade pupils. The training shall include information concerning the District's prevention, intervention, and postvention strategies and procedures. The training shall further include suicide awareness and prevention in groups of pupils at elevated risk for suicide.
 - 2. Materials provided to training participants shall set forth how to identify appropriate mental health services, both at school and within the community, and when and how to refer pupils and their families to those services.
 - 3. Materials approved for training may also include programs that can be completed through self-review of suitable suicide prevention materials.
 - 4. Completion of training identified in this Board Policy does not authorize District employees to diagnose or treat a mental illness. District employees may only act within the authorization and scope of their respective credential or license.

- C. Intervention Strategies and Guidelines
 - 1. In the event a District employee suspects or has knowledge that a pupil is suicidal or has suicidal ideation, the District employee shall promptly report this to the principal or school psychologist. The principal or school psychologist shall then notify the pupil's parents/guardians as soon as possible and may refer the pupil to mental health resources in the school or community. If the situation is critical, the pupil may be referred to emergency services.
 - 2. Pupils shall be encouraged to notify a teacher, principal, school psychologist, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another pupil's suicidal intentions.
 - 3. When a suicide attempt or threat is reported, the principal or designee shall:
 - a. Ensure the pupil's physical safety by one of the following, as appropriate:
 - i. Securing immediate medical treatment if a suicide attempt has occurred.

- ii. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
 - iii. Keeping the pupil under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
- b. Designate specific individuals to be promptly contacted, including the school psychologist, superintendent, and/or the pupil's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
 - c. Follow up with the parent/guardian and pupil in a timely manner to provide referrals to appropriate services as needed.

D. Postvention Strategies and Guidelines

1. Following a suicide, suicide attempt, or suicide related trauma of a pupil, guidance counseling and mental health services shall be made available. Parents shall also be advised of guidance counseling and mental health services afforded by the school and community.
2. Following a suicide attempt of a pupil, the parents/guardians and appropriate personnel will meet to determine whether additional steps should be taken to ensure the pupil's continued safety on campus and discuss referrals to appropriate mental health services.

Legal Reference: Education Code section 215.

Date Policy Adopted By The Board: _10/12/17



Screenshot

Section 10: Forms and Checklists

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

* Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov



V2

BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER HUNG UP:

PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)

- When will it go off?

- What does it look like?

- What kind of bomb is it?

- What will make it explode?

- Did you place the bomb? Yes No

- Why?

- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)

- Estimated age:

- Is voice familiar? If so, who does it sound like?

- Other points:

| Caller's Voice | Background Sounds | Threat Language |
|--|--|--|
| <input type="checkbox"/> Female | <input type="checkbox"/> Animal noises | <input type="checkbox"/> Incoherent |
| <input type="checkbox"/> Male | <input type="checkbox"/> House noises | <input type="checkbox"/> Message read |
| <input type="checkbox"/> Accent | <input type="checkbox"/> Kitchen noises | <input type="checkbox"/> Taped message |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Street noises | <input type="checkbox"/> Irrational |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Booth | <input type="checkbox"/> Profane |
| <input type="checkbox"/> Clearing throat | <input type="checkbox"/> PA system | <input type="checkbox"/> Well-spoken |
| <input type="checkbox"/> Coughing | <input type="checkbox"/> Conversation | |
| <input type="checkbox"/> Cracking Voice | <input type="checkbox"/> Music | |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Motor | |
| <input type="checkbox"/> Deep | <input type="checkbox"/> Clear | |
| <input type="checkbox"/> Deep breathing | <input type="checkbox"/> Static | |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Office machinery | |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Factory machinery | |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Local | |
| <input type="checkbox"/> Laughter | <input type="checkbox"/> Long distance | |
| <input type="checkbox"/> Usip | | |
| <input type="checkbox"/> Loud | | |
| <input type="checkbox"/> Nasal | | |
| <input type="checkbox"/> Normal | | |
| <input type="checkbox"/> Ragged | | |
| <input type="checkbox"/> Rapid | | |
| <input type="checkbox"/> Raspy | | |
| <input type="checkbox"/> Slow | | |
| <input type="checkbox"/> Slurred | | |
| <input type="checkbox"/> Soft | | |
| <input type="checkbox"/> Stutter | | |

Other information:

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

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

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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

Emergency Information for Parents

Earthquake preparedness Teachers' Guidelines

When you feel a quake give students the command to **“Drop, Cover, and Hold”** and do so yourself immediately. Begin **“Quake Chatter”** and continue it. Stay covered until the initial shaking is over.

1. Quake Chatter

- o Students will be calmer if the teacher stays calm and continues to talk during and immediately after the shaking.
- o In a controlled firm voice, state that we are having an earthquake. Keep holding on. The shaking will stop in a minute.
- o Continue quake chatter throughout the shaking and after.
- o When the shaking is over ask, “Is everyone alright? Please check yourself and each other. Is anyone hurt?”

1. Assess the Situation

- o Is there severe structural damage?
- o Fire?
- o Toxic spill?
- o If door is jammed, look for an alternate way out, including windows.
- o If necessary, break a window. Call for help by shouting and/or blowing your whistle.

1. Assess Injuries

- o Make a quick assessment of injuries to students (triage).
- o Unless there is fire, severe damage to structure, or a hazardous spill the teacher uses first aid for critical injuries.

1. Decision to Evacuate

- o The teacher makes the decision to stay put, or delayed evacuation based on his/her evaluation of the situation.
- o The teacher takes a quick look at the evacuation route from the classroom to be sure that it appears clear and safe. Can you exit? Should you exit?
- o Decide to evacuate students as soon as this can be done, safely and calmly.

1. Evacuation

- o Get your disaster bucket and your attendance sheet (homeroom, Periods, ELD, RtI)
- o If the situation allows, have students get their coats/sweaters.
- o When you feel you have control, explain to the students, “We are going to calmly leave the building and go to our usual line-up area. Be sure to stay away from overhangs, electrical wires and poles, and buildings as much as possible.”
- o Assist students to exit in a quick and orderly fashion. If some students cannot be moved, get the rest out first (ask a neighboring teacher or other staff for assistance).
- o Have classroom leaders lead students to the usual meeting area. Be careful to avoid overhangs, electrical wires and poles, buildings, trees, etc.
- o Be alert for aftershocks. Give the “Drop, Cover, Hold” command if an aftershock occurs.

Mark your door for the Search and Rescue Team: Apply the Green/Red laminated card to the outside classroom door, exposing the desired color visibly outward, which denote the current situation for that particular room or building.

TRIAGE Guidelines

Immediate Classification

These students get priority medical care and transportation to an advanced care facility. These victims are critically injured, life threatened, but salvable. They will die within one hour or less without further treatment and require immediate field intervention to survive.

- After assignment to the immediate classification, the students are then further divided into two additional groups. The two subgroups are the immediately life threatened, and the potentially life threatened.
- Injury patterns seen in the group include:
 - Head injuries with decreasing level of consciousness;
 - Airway/chest injuries with associated cardio respiratory or respiratory compromise;
 - Shock associated with hemorrhage;
 - Blunt or penetrating abdominal trauma;
 - Life threatening fractures such as femur, pelvic, etc.
 - Third degree burns over 25% BSA (body surface area) but under 50% BSA, excluding facial involvement.
- Medical problems assigned to the immediate classification include:
 - Chest pain not associated with blunt trauma;
 - Suspected hypo/hyperglycemia;
 - Unconscious without associated trauma;
 - Obstetrical problems;
 - Seizures with or without trauma;
 - Hysterics requiring isolation from others;
 - Hypothermia
 - Hyperthermia

Delayed Classification

Anyone in this classification is considered to be a lower priority victim. Since this is a two tiered system, the “delayed” group is a catchall for any victims other than those who are life threatened or with salvable injuries. Therefore, the injuries seen in this classification include:

- Serious injuries, non-life threatening, including:

- o Fractures
- o Serious lacerations requiring repair
- o Third degree burns less than 25% BSA
- o Second-degree burns of any percentage
- o Eye injuries
- o Spinal cord injuries
- Minor injuries requiring first aid treatment only and the non-injured. This group can be transported to an ambulatory holding or evacuation center. They do not need to tie up hospital facilities.
- The dead at scene. These are sent to a morgue area.
- Critically injured, seriously life threatened, non-salvable patients.

EMERGENCY HAZARD ASSESSMENT SUMMARY

School: _____

Location: _____

On-Site Hazard:

(List any unusual hazards which are unique to the school, e.g. underground storage tanks, unusual chemicals)

Off-Site Hazards:

(List any unusual hazards which are unique to the school, e.g. freeways, railroads, power transmission lines, industrial facilities)

Completed by: _____

Date: _____

BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

School _____

Location _____

| | Ye s | N o | Not Evi den t |
|--|---------|--------|------------------------|
| Have students and staff been evacuated from area of contamination? | _____ | _____ | _____ |
| Have all students and staff been accounted for? | _____ | _____ | _____ |
| Has the area of contamination been cordoned off and secured? | _____ | _____ | _____ |
| Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"? | _____ | _____ | _____ |
| Have the doors and windows to the area of contamination been closed and locked? | _____ | _____ | _____ |
| Have fans and ventilators serving the area of contamination been turned off? | _____ | _____ | _____ |
| Have staff, students, or other personnel who came in contact with the area of contamination cleaned their hands with soap and water? | _____ | _____ | _____ |
| | _____ | _____ | _____ |
| | _____ | _____ | _____ |

Completed by: _____

Date: _____

APPENDIX J

First Aid / Medical / Psychological Report

| Name / Grade | Incident | Type of Assistance | Outcome |
|---------------------|---|--|---|
| | <input type="checkbox"/> Physical Injury _____ _____ <input type="checkbox"/> Psychological _____ _____ _____ | First Aid / Medical Psychological | <input type="checkbox"/> Under supervision <input type="checkbox"/> Under EMT care <input type="checkbox"/> Returned to class <input type="checkbox"/> Released to parent <input type="checkbox"/> Other |
| | <input type="checkbox"/> Physical Injury _____ _____ <input type="checkbox"/> Psychological _____ _____ _____ | First Aid / Medical Psychological | <input type="checkbox"/> Under supervision <input type="checkbox"/> Under EMT care <input type="checkbox"/> Returned to class <input type="checkbox"/> Released to parent <input type="checkbox"/> Other |
| | <input type="checkbox"/> Physical Injury _____ _____ <input type="checkbox"/> Psychological _____ _____ _____ | First Aid / Medical Psychological | <input type="checkbox"/> Under supervision <input type="checkbox"/> Under EMT care <input type="checkbox"/> Returned to class <input type="checkbox"/> Released to parent <input type="checkbox"/> Other |
| | <input type="checkbox"/> Physical Injury _____ _____ <input type="checkbox"/> Psychological _____ _____ _____ | First Aid / Medical Psychological | <input type="checkbox"/> Under supervision <input type="checkbox"/> Under EMT care <input type="checkbox"/> Returned to class <input type="checkbox"/> Released to parent <input type="checkbox"/> Other |

Heber School District 2015

APPENDIX K – INJURY AND MISSING PERSONS REPORT

School _____ Room Number _____

Teacher's Name _____ Date _____

| INJURED | | |
|---------|----------------|----------|
| Name | Type of Injury | Location |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| MISSING PERSONS | |
|-----------------|--------------------|
| Name | Last Seen Location |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

[Note: Send a copy of this form to School Police and maintain the original in the emergency document file.]

APPENDIX L: STUDENT RELEASE FORM

| | |
|---|---|
| Step 1 | |
| Completed by Parent/Guardian at Release Gate | Student Last Name _____ First Name _____ Grade _____ Teacher _____ Name of Person Picking up Student: _____ Relationship to Student: _____ |

| | |
|--|---|
| Step 2 | |
| Completed by Request Gate Staff | Name on Release Form? <input type="checkbox"/> Yes <input type="checkbox"/> No Photo ID / Driver's License Checked <input type="checkbox"/> Emergency Form Checked by _____ |

| | |
|--|--|
| Step 3 | |
| Completed by Holding Area Staff | Student Status: <input type="checkbox"/> Sent with Runner <input type="checkbox"/> Absent <input type="checkbox"/> First Aid <input type="checkbox"/> Missing Notes: _____ |

| | |
|--|---|
| Step 4 Parent/Guardian Completes the Following: | |
| Completed by Parent/Guardian at Release Gate | Signature: _____ Time : _____ Date _____ |

APPENDIX N: INCIDENT REPORT

| Emergency (circle) | Location | Dispatched to Team | Outcome |
|--|---|--|--|
| Fire Injury Psychological Assistance Missing Student Other | Room # _____ Restroom _____ Cafeteria _____ Library _____ Playground _____ Other _____ _____ _____ | Search & Rescue 1 Search & Rescue 2 Search & Rescue 3 Search & Rescue 4 First Aid Medical Crisis Psychological Fire / Hazmat Security / Utilities | <input type="checkbox"/> Dispatched <input type="checkbox"/> Pending <input type="checkbox"/> Resolved |
| Fire Injury Psychological Assistance Missing Student Other | Room # _____ Restroom _____ Cafeteria _____ Library _____ Playground _____ Other _____ _____ _____ | Search & Rescue 1 Search & Rescue 2 Search & Rescue 3 Search & Rescue 4 First Aid Medical Crisis Psychological Fire / Hazmat Security / Utilities | <input type="checkbox"/> Dispatched <input type="checkbox"/> Pending <input type="checkbox"/> Resolved |
| Fire Injury Psychological Assistance Missing Student Other | Room # _____ Restroom _____ Cafeteria _____ Library _____ Playground _____ Other _____ _____ _____ | Search & Rescue 1 Search & Rescue 2 Search & Rescue 3 Search & Rescue 4 First Aid Medical Crisis Psychological Fire / Hazmat Security / Utilities | <input type="checkbox"/> Dispatched <input type="checkbox"/> Pending <input type="checkbox"/> Resolved |

APPENDIX O – DAMAGE ASSESSMENT REPORT

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: _____ Location/Building Code: _____

District: _____ Date: ___/___/___ Time: (24:00 Hours): ____:____

| Damage Category | No Damage | Slight Damage | Severe Damage | Hazardous Condition | Location/Room #/Note |
|---|--------------------------|--------------------------|--------------------------|--------------------------|---|
| Electrical | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Natural Gas Lines and Water Heater/Boiler | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Water | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Sewer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Phone | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Hazardous Materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>Chemical Type/Quantity spilled or leaking:</u> |
| Custodial chemicals | | | | | _____ |
| Lab chemicals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <u>Chemical Type/Quantity spilled or leaking:</u> |
| Asbestos | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Lead | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Physical Hazards | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Sink Holes | | | | | _____ |
| Construction Areas | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Damaged Bld. Matl. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| Broken Glass | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | _____ |

Notes: (description of trouble, location, severity or hazardous materials):

Findings

- Building or room safe for reoccupancy
- Building or room closed due to hazardous condition

The following corrective measures need to be completed prior to reoccupancy:

[Note: Send a copy of this form to **Unit 1, Agency or Dept.** and maintain the original in the emergency document file.]

HEBER ELEMENTARY SCHOOL DISTRICT - EMERGENCY DRILL RECORD

School: Dogwood Elementary 2021 – 2022

| Type of Drill | Date Held | Time | | Remarks | Recorded by |
|-----------------------|-----------|------------|------------|---|------------------------|
| | | Start | End | | |
| Fire Drill | 9/10/21 | 8:25 a.m. | 8:29 a.m. | Alarm system functioning properly | Jeremey Nielsen MOT |
| Earthquake/Fire | 10/21/21 | 10:21 a.m. | 10:26 p.m. | Great California Shakeout. Alarm system functioning properly. Two drills performed. | Jeremey Nielsen MOT |
| Fire Drill | 11/8/21 | 1:00 p.m. | 1:04 p.m. | Alarm system functioning properly | Jeremey Nielsen MOT |
| Lockdown Drill | 12/02/21 | | | Alarm system functioning properly | Jeremey Nielsen MOT |
| Earthquake/Fire Drill | 1/7/22 | | | Alarm system functioning properly | Jeremey Nielsen MOT |

HEBER ELEMENTARY SCHOOL DISTRICT - EMERGENCY DRILL RECORD

School: Heber School 2021 – 2022

| Type of Drill | Date Held | Time | | Remarks | Recorded by |
|-----------------------|-----------|-----------|------------|---|------------------------|
| | | Start | End | | |
| Fire Drill | 9/10/21 | 8:25 a.m. | 8:29 a.m. | Alarm system functioning properly | Jeremey Nielsen MOT |
| Earthquake/Fire | 10/21/21 | 10:21 a.m | 10:26 p.m. | Great California Shakeout. Alarm system functioning properly. Two drills performed. | Jeremey Nielsen MOT |
| Fire Drill | 11/8/21 | 1:00 p.m. | 1:04 p.m | Alarm system functioning properly | Jeremey Nielsen MOT |
| Fire Drill (ASES) | 12/6/21 | 3:15 p.m. | 3:19 p.m | Alarm system functioning properly | Jeremey Nielsen MOT |
| Lockdown | 12/14/21 | 8:45 | | Alarm system functioning properly | Jeremey Nielsen MOT |
| Fire Drill | 1/25/22 | 2:20 p.m. | 2:24 p.m | Alarm system functioning properly | Jeremey Nielsen MOT |
| Earthquake/Fire Drill | 1/28/22 | 9:40 a.m. | 9:44 a.m | Alarm system functioning properly | Jeremey Nielsen MOT |



HEBER ELEMENTARY SCHOOL DISTRICT
1052 HEBER AVE. HEBER, CA 92249
(760) 337-6530

**PARENT CONSENT FORM
FOR FIELDTRIPS AND EXCURSIONS**

Dear Parent or Guardian,
Your child is going on a field trip. Please read the information at the top of this form, then sign and return the permission slip at the bottom of this form by _____.

Field Trip Information:

Date: _____

Location: _____

Purpose: _____

Certificated employee in charge of field trip: _____

Leave school: _____ am / pm **Arrive back at school:** _____ am / pm

Dress or other items which student should bring: _____

Additional Instructions: _____

(If there is a cost involved, no student will be excluded for lack of sufficient funds.)

Save this part of the form for future reference.

Cut here-----

Sign this part of the form and return it to your child's teacher.

I, _____ am the parent or guardian of _____, _____
a student in the Heber Elementary School District. I hereby give my permission for my child to attend the field
trip or excursion described above.

I give my permission for _____ to receive emergency medical
treatment. In an emergency, please contact: _____
Student's name

Name: _____ Phone: _____

I understand that my child's participation is voluntary, and that if I do not consent, my child will be provided with alternative educational activities. I also understand that pursuant to Education Code section 35330, all persons going on the field trip, including students, shall be deemed to have waived all claims against the District and the State Of California for injury, accident, illness or death occurring during or by reason of the field trip. An adult or Parents or guardians of pupils taking field trips shall sign below waiving such claims.

Parent/Guardian Signature: _____ **Date:** _____

I am available to help supervise during the field trip, if needed. Yes ___ No ___



HEBER SCHOOL

Sports Permission Slip 2021 - 2020 School Year

Sport: _____

Student's Last Name _____ First Name _____ Middle Initial _____

Address _____ City _____ Zip Code _____ Grade _____ Date of Birth _____

Parent/Guardian- Last Name _____ First Name _____ Phone: Hm # _____ Wk# _____ Cell# _____

Emergency Contact *Other than parent/Guardian* Phone: Hm # _____ Wk# _____ Cell# _____

Allergies (Please List) _____ Email Address _____

Is Student on medication Yes No _____ If yes – name of medication _____

Name of Physician _____ Phone# _____ Insurance Carrier _____ Policy/Group # _____

I understand that my child is to attend all practices and games, unless he/she is ill. I further understand that there is no transportation available for afterschool activities. THEREFORE, I AM RESPONSIBLE FOR MY CHILD'S TRANSPORTATION HOME.

Insurance Information: State law requires Accidental Bodily Insurance of at least \$1,500 of scheduled medical and hospital benefits for all members of an athletic team. All medical, hospital, ambulance of other bills shall be charged to the parents or guardians and shall be considered the bill of such parents or guardians. Heber Elementary School District does not provide insurance coverage. Low cost student accident insurance is available if needed. Please contact the office if you would like more information on this.

Transportation Authorization: The School District assumes no responsibility or liability for transporting students to and from athletic events or activities. It is further understood that the above-named students may travel in school buses operated by District employees. Heber Elementary School District does not provide insurance coverage for such trips.

Students are not allowed to leave campus in a school bus without written parent permission. Since we will be using school buses vehicles to transport students to some athletic events we are asking for your permission for above season. If you have individual concerns, please contact your student's coach.

Waiver of Claim In granting permission to attend, I do hereby waive all claims and hold harmless the individual sponsors, the Heber Elementary School District, and the State of California for injury, accident, illness, death, or any loss or damage to personal property occurring during or by reason of this excursion/field trip or event.

Year: 2019 - 2020 Signature of Parent/Guardian _____ Date: _____

Parent Medical Authorization: **A MEDICAL EMERGENCY CARD MUST BE ON FILE AT HEBER SCHOOL.** I authorize the above named student to participate in the sports or activities. In case the student becomes ill or injured Heber Elementary School District is authorized to have the students treated and I authorize the medical agency to render treatment.

Signature of Parent/Guardian _____ Date: _____

Rosa Hernandez

From: Bontty, Mona@CalOES [mailto:Mona.Bontty@CalOES.ca.gov]
Sent: Tuesday, November 28, 2017 2:48 PM
Subject: State Activation Level Change

OA Partners:

State Activation Level Change

Effective Thursday, 11/30/17, the State Operations Center will transition to a new activation level sequence. In accordance with the 2017 edition of the State of California Emergency Plan (SEP) published on 10/01/17, Cal OES is changing our State Activation Level sequence to align with the Federal Emergency Management Agency (FEMA) and many of our local partners. The new Activation Levels apply to the State Operation Center and the Inland, Coastal and Southern Regional Operations Centers.

Please share with your local jurisdictions.

| Activation Level | Conditions / Definition |
|------------------------------|--|
| Level 1 | <ul style="list-style-type: none">Catastrophic disaster, which requires comprehensive response and/or assistance |
| Level 2 | <ul style="list-style-type: none">Large-scale disaster, requiring high amount of state resources |
| Level 3 | <ul style="list-style-type: none">Small to Moderate Disaster/Pre-Planned Event |
| Normal Operations/Monitoring | <ul style="list-style-type: none">Duty Officer StatusSteady-state operationsWarning Center maintains situational awareness |

Please let your assigned ESC know if you have any questions. Thank you.

Cordially,



Mona Bontty
Regional Administrator
Southern Region Office
Governor's Office of Emergency Services (Cal OES)
4671 Liberty Avenue
Los Alamitos, CA 90720
(562) 795-2902 OFFICE
(562) 673-0411 CELL
(562) 795-2963 FAX
(916) 845-8911 24-HR EMERGENCY
Twitter @CalOES_SoRegion



Juan Cruz
 Superintendent
 1052 Heber Avenue, Heber, CA 92249
 Phone (760)337-6530 Fax (760)353-3421 www.hesdk8.org

PRIORITY RELEASE IN THE EVENT OF AN EMERGENCY

As per Government Code Section 3100-3109, all public employees are declared disaster service workers for 72 hours in the event of a disaster. The code also states, "all employees are disaster service workers subject to disaster service activities as may be assigned to them by their superiors." **All school staff members are automatically expected and required to remain on duty until all students are released to their parents.**

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

| Employee Information | |
|----------------------|------------------------------|
| Employee: | Grade Level: |
| Site/Room #: | Extension: |
| Cell Phone: | Email Address: |
| Emergency Contact | |
| Name: | Relationship |
| Home Address: | Home Phone |
| | Work Phone: _____ Ext. _____ |
| | Cell Phone: _____ |

Priority Leave Survey

Please check all that apply: (more than 1 can be checked)

- Yes No I have a child/ children living at home. If yes, their ages are: _____
 - Yes No I have single parenting responsibilities for my child(ren) identified above – Level 1
 - Yes No I care for a chronically ill or elderly person in the home – Level 1
 - Yes No I share responsibilities with someone who would be available to care for my family in my absence – Level 2
 - Yes No I have no dependents at home and am able to assist in the emergency – Level 3
 - Yes No I am a short-term, substitute employee – Level N/A
- Other: _____

| FOR MANAGEMENT USE | | | |
|--|----------------------------------|----------------------------------|----------------------------------|
| <small>(to be completed by Department Director or an Administrator designee)</small> | | | |
| <input type="checkbox"/> Level 1 | <input type="checkbox"/> Level 2 | <input type="checkbox"/> Level 3 | <input type="checkbox"/> Level 4 |
| Name of Administrator Assigning Level: _____ | | Title: _____ | |

Section 10: Emergency Procedures - Site Specific

Emergency Phone Numbers

Site School Directories

Site Map

Emergency Contact Form

Shelter-In-Place Script

Lockdown Script

Earthquake/Fire Drill Protocol

EMERGENCY PHONE NUMBERS

- Heber Elementary School District..... (760)-337-6530
- Bus Transportation Department.....(760)-337-1088
- Imperial County Sheriff's Department..... (760) 339-6311
- Imperial County Fire Department..... (760) 353-5222
- Imperial Irrigation District..... (760) 482-9600
- The Gas Company..... (800) 427-2000
- Heber Public Utilities..... (760) 353-9040
- El Centro Regional Medical Center..... (760) 339-7100
- Poison Control Hotline..... (800) 222-1222
- Imperial County Office of Emergency Management System... (442) 265-6012
- Imperial County Health Department..... (760) 482-4438
- Office of Environmental Health and Safety..... (760) 482-4203
- American Red Cross..... (760) 352-4541

2021-2022 Dogwood School Staff Directory

| Dogwood Office | | Ext. | TK / Kindergarten (6 teachers) | | | Rm. | Ext. |
|-------------------------------------|--|-------------|--|-----------|-----------|------------|-------------|
| Darlene Herrera - <i>Principal</i> | | 3010 | Jennifer De Shields (TK) | 101 | | 3101 | |
| Pamela Dena- <i>Secretary</i> | | 3011 | Marie Arballo (TK) | 102 | | 3102 | |
| Sonia Cervantes- <i>Secretary</i> | | 3012 | Brenda Loo (K) | 103 | | 3103 | |
| Connie Garcia- <i>Secretary</i> | | 3016 | Elvira Yee Arreola (K) | 104 | | 3104 | |
| Stephanie Figueroa - TOSA | | 3014 | Rozy Paleo (K) | 201 | | 3201 | |
| ASES <i>Clerk</i> | | 2125 | Laura Rodriguez (K) | 204 | | 3204 | |
| | | | Christina Cervantes (K) | 205 | | 3205 | |
| District Office | | Ext. | First (1st) Grade (5 teachers) | | | Rm. | Ext. |
| Juan Cruz, Superintendent | | 2501 | Cristina Romero | 202 | | 3202 | |
| David Ostermann | | 2495 | Erica Salorio | 503 | | 3503 | |
| Patty Marcial | | 2496 | Christine Alvarez | 402 | | 3402 | |
| Gina Espinoza (H.R.) | | 2493 | Joanna Navarro | 405 | | 3405 | |
| Edith Ayala | | 2484 | Cecilia Corona | 406 | | 3406 | |
| Stefanie Cruz | | 2501 | Second (2nd) Grade (5 teachers) | | | Rm. | Ext. |
| Melissa Villa | | 2491 | Maria Mendez | 403 | | 3403 | |
| Lluvia Padilla | | 2602 | Blanca Martija | 404 | | 3404 | |
| Fanny Ambriz | | 2602 | Carolina Moreno Valencia | 501 | | 3501 | |
| Resource Office (Primary) | | Ext. | Linda Escobar | 504 | | 3504 | |
| Sergio Espinoza | | 2487 | Esmeralda Luevano | 506 | | 3506 | |
| Akeila Benjamin -Psychologist | | 2410 | Third 3rd Grade (5 teachers) | | | Rm. | Ext. |
| Liz Camarena | | 2494 | Bianca Adler | 302 | | 3302 | |
| Alejandra Pasten | | 2608 | Bertha Diaz | 303 | | 3303 | |
| ASES | | 2606 | Efrain Garcia | 305 | | 3305 | |
| Kayla Finnell-Speech | | 3602 | Laura Segura Ortiz | 306 | | 3306 | |
| Family Resource Center (FRC) | | Ext. | Lisa Mena | 505 | | 3505 | |
| Juan Flores | | 2482 | Special Ed. (2) | | | Rm. | Ext. |
| Martha Favela-Attn. Clerk | | 2481 | Megan Gradillas (SDC) | 206 | | 3206 | |
| IT Department | | Ext. | Joaira Torres (RSP) | 601 | | 3601 | |
| Lina Martinez | | 2700 | Independent Learning (2) | | | Rm. | Ext. |
| Alfonso Castro | | 2702 | Ruben Ramirez | 301 | | 3301 | |
| Migrant | | Ext. | Alma Alvarado | 401 | | 3401 | |
| Ernesto De La Rosa | | 2314 | Counselor | | | Rm. | Ext. |
| Warehouse | | Ext. | Elizabeth Vasquez/Jenifer Torres | 203 | | 3203 | |
| Jeremey Nielsen | | 2488 | TOSA (5) | | | Rm. | Ext. |
| Supplies & Duplo | | Ext. | Rosa Rubio (Curriculum & Inst.) | 304 | 2219/3304 | | |
| Delia Garibaldi | | 3015 | Veronica Arguelles (DL/Tech) | 304 | | 3304 | |
| Cafeteria | | Ext. | Elena Jimenez (Migrant) | 502 | | 3502 | |
| Anel Navarro | | 2489 | Elena Maciel (EL) | 502 | | 3502 | |
| Sandra Villa | | 2403 | Gabrielle Newton | 304 | | 3304 | |
| Claudia Hernandez | | 2121 | Dogwood Librarian | | | Rm. | Ext. |
| ICOE Pre-School | | Ext. | Eunice Romero | Library | | 3030 | |
| Claudia Hernandez | | 2121 | Dogwood Computer Specialist | | | Rm. | Ext. |
| Fax Numbers | | | Cindy Leyvas | Comp. Lab | | 3031 | |
| Dogwood Office (760) 482-5731 | | | Updated November 1, 2021 | | | | |
| District Office (760) 353-3421 | | | | | | | |
| Special Projects (760) 336-4095 | | | | | | | |
| Dogwood Rooms | | Ext. | | | | | |

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| | |
|-------------------|------|
| Cafeteria Dogwood | 3040 |
| Parent Room | 3015 |
| Conference Room | 3020 |

Instructional Aides

Bertha Beltran
 Yolanda Equihua
 Teresita Moreno
 Cynthia Redona
 Gladis Valenzuela
 Bertha Velasquez

Pupil Supervisors

Brisa Aldaz
 Yadira Cazares
 Savannah Cruz
 Marisela Equihua
 Donna Figueroa
 Matthew Lopez
 Rosamaria Madrigal
 Jeronima Medina
 Jessica Romero

Food Services Department

| | |
|-------------------|---|
| Anel Navarro | Food Service Director |
| Sandra Villa | Lead Child Nutrition Services Assistant |
| Irma Alvarez | Child Nutrition Services Assistant |
| Rosario Cisneros | Child Nutrition Services Assistant |
| Tanya Diaz | Child Nutrition Services Assistant |
| Imelda Guerrero | Child Nutrition Services Assistant |
| Edna Sanchez | Child Nutrition Services Assistant |
| Lucila Valenzuela | Child Nutrition Services Assistant |

Maintenance/Operations/Transportation

| | |
|-------------------|--------------------|
| Jeremy Nielsen | MOT Director |
| Candido Hernandez | Maintenance Worker |
| Carmen Ibarra | Maintenance Worker |
| Adolfo Leon | Maintenance Worker |
| Isac Morales | Maintenance Worker |
| Javier Ramirez | Maintenance Worker |
| Robert Sierra | Maintenance Worker |
| Susie Cajigas | Bus Driver |
| Pablo Gomez | Bus Driver |
| Adolfo Salazar | Bus Driver |
| Karla Zaragoza | Bus Driver |
| Nancy De Leon | Bus Aide |

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**Heber School Staff Directory
2021-2022**



| | |
|-------------------------------------|-------------|
| Heber Office | Ext. |
| Cynthia Silva | 2498 |
| Elizabeth Goff | 2401 |
| Rosa Nava, Counselor | 2560 |
| Gloria Gutierrez, Counselor | 2208 |
| Almendra Guerrero | 2497 |
| Angie Fernandez | 2404 |
| Maribel Benavidez | 2407 |
| District Office | Ext. |
| Juan Cruz | 2500 |
| Patty Marcial | 2496 |
| David Osterman | 2495 |
| Gina Espinoza | 2493 |
| Edith Ayala | 2484 |
| Stefanie Cruz | 2501 |
| Melissa Villa | 2491 |
| Lluvia Padilla | 2600 |
| Fanny Ambriz | 2602 |
| Resource Office (Primary) | Ext. |
| Sergio Espinoza | 2487 |
| Akeila Benjamin, Psychologist | 2410 |
| Liz Camarena | 2494 |
| Alejandra Pasten | 2608 |
| ASES | 2606 |
| Speech (Primary) | Ext. |
| Kayla Finnell | 2402 |
| Family Resource Center (FRC) | Ext. |
| Juan Flores | 2482 |
| Martha Favela | 2481 |
| Migrant | Ext. |
| Ernesto De La Rosa (Rm 118) | 2314 |
| Library | Ext. |
| Arleen Arreola | 2486 |
| Warehouse | Ext. |
| Jeremy Nielsen | 2488 |
| Supplies & Duplo | |
| Delia Garibaldi (Trailer 235) | 2405 |
| IT Department | Ext. |
| Lina Martinez | 2700 |
| Cynthia Levyas | 2705 |
| Alfonso Castro | 2702 |
| Child Nutrition ey | Ext. |
| Anel Navarro | 2489 |
| Sandra Villa | 2403 |
| ICOE Pre-School | Ext. |
| Claudia Hernandez (Rm. 221) | 2121 |
| Fax Numbers | |
| Heber Office (9) 760-352-3534 | 2106 |
| District Office (9) 760-353-3421 | 2104 |
| Special Ed. Office (9) 760-336-4095 | 2322 |

| | | |
|---|------------|-------------|
| Fourth (4th) Grade (4) | Rm. | Ext. |
| Arturo Camacho | 117 | 2117 |
| Tony Lambert | 105 | 2105 |
| Erika Quintero | 111 | 2111 |
| Michelle Velasquez | 112 | 2112 |
| Fifth (5th) Grade (5) | Rm. | Ext. |
| Alejandra Duran | 223 | 2223 |
| Jesus Garcia | 222 | 2222 |
| Reyna Gerardo | 224 | 2224 |
| Aileen Herrera | 219 | 2219 |
| Yaremy Martinez | 220 | 2220 |
| Sixth (6th) Grade (4) | Rm. | Ext. |
| Francisco De La Rosa | 212 | 2212 |
| Sylvia Espinoza | 214 | 2214 |
| Jose Raul Martinez | 206 | 2206 |
| Susana Moyron | 213 | 2213 |
| Seventh (7th) Grade (6) | Rm. | Ext. |
| Veronica Bautista | 307 | 2307 |
| Andrea De La Torre | 304 | 2304 |
| Marta Gonzalez | 312 | 2312 |
| Ray Lozano | Gym | 2323 |
| Tanya Romero | 308 | 2308 |
| Christina Villanueva-Ramirez | 305 | 2305 |
| Eighth (8th) Grade (6) | Rm. | Ext. |
| Shannon Draper | 200 | 2200 |
| Nanette Haro | Gym | 2324 |
| Nadia Ontiveros | 201 | 2201 |
| Denice Rios | 203 | 2203 |
| Gabby Sosa | 202 | 2202 |
| Sarah Zambrano | 303 | 2303 |
| Special Ed. (4) | Rm. | Ext. |
| Ana Camarena (RSP) | 104 | 2104 |
| Adriana Marquez (RSP) | 215 | 2215 |
| Jacob Anderson (SDC) | 103 | 2103 |
| Melissa Torres (SDC) | 216 | 2216 |
| TOSA (5) | | |
| Rosa Rubio (Curriculum & Instruction) | 207 | 2207 |
| Veronica Arguelles (DL/Technology) | 207 | 2207 |
| Elena Maciel (EL) | 106 | 2106 |
| Elena Jimenez (Migrant) | 118 | 2314 |
| Independent Learning (1) | Rm. | Ext. |
| Anabel Martinez | 221 | 2221 |
| Liliana Gonzalez | 107 | 2107 |

Total Teachers = 35

*Jr High Lounge Ext 2001
*Primary Lounge Ext 2102

Updated 1/20/21



*Heber School Staff Directory
2021-2022*



Instructional Aides

Belen Burgos
Zicri Hernandez
Lomeli Fidelia Rico
Elizabeth Rios
Claudia Rivera
Lorena Soto
Diana Torres

Pupil Supervisors

Ana Celaya
Jennie Figueroa
Camila Guzman
Marcos Marquez
Cynthia Martinez
Eulalio Meraz
Jesse Romero
Corina Soto
Bertha Tapia
Natalia Uriarte

Food Services Department

| | |
|-------------------|---|
| Anel Navarro | Food Service Director |
| Sandra Villa | Lead Child Nutrition Services Assistant |
| Irma Alvarez | Child Nutrition Services Assistant |
| Rosario Cisneros | Child Assistant Services Assistant |
| Tanya Diaz | Child Assistant Services Assistant |
| Imelda Guerrero | Child Nutrition Services Assistant |
| Edna Sanchez | Child Nutrition Services Assistant |
| Lucila Valenzuela | Child Nutrition Services Assistant |

Maintenance/Operations/Transportation

| | |
|-------------------|--------------------|
| Jeremey Nielsen | MOT Director |
| Cesar Casillas | Maintenance Worker |
| Pete Figueroa | Maintenance Worker |
| Santiago Martinez | Maintenance Worker |
| Raymond Munoz | Maintenance Worker |
| Jose Angel Tanori | Maintenance Worker |
| Susie Cajigas | Bus Driver |
| Pablo Gomez | Bus Driver |
| Adolfo Salazar | Bus Driver |
| Karla Zaragoza | Bus Driver |
| Nancy De Leon | Bus Aide |

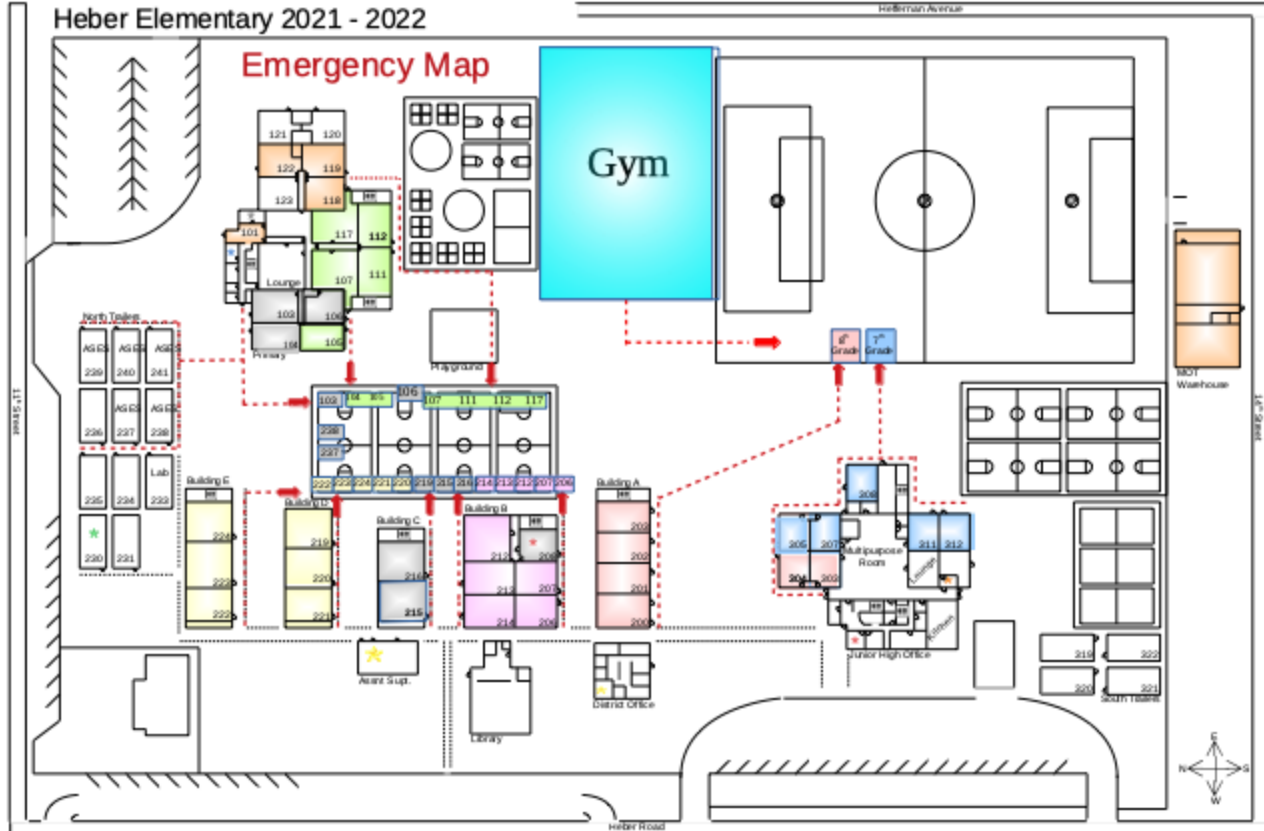
DOGWOOD ELEMENTARY SCHOOL EMERGENCY MAP



| | | | |
|---|---|--|---|
| TK 101- Jennifer De Shields 102 - Marie Arballo | SDC 206- Megan Gradillas RSP 602 Joaira Torres Speech 603 Kayla Fines | Counselor 203-Elizabeth Vasquez Independent Learning 401- Alma Alvarado 301 -Ruben Ramirez | TOSAs 304-Veronica Arguelles 304-Rosa Rubio 304 Gabby Newton 503-Elena Maciel 503-Elena Jimenez |
| Kinder 103 - Brenda Loo 104 - Elvira Yee 201 - Rozy Paleo 204 - Laura Rodriguez | 1st Grade 202- Cristina Romero 402 - Christine Alvarez 405 - Joanna Navarro 406 Cecilia Corona 503 Erica Salorio | 2nd Grade 403- Maria Mendez 404 Blanca Marija 501- Carolina Moreno Valencia 504 - Linda Escobar 506 Esmeralda Luevano | 3rd Grade 302-Bianca Adler 303- Bertha Diaz 305 - Efrain Garcia 306 - Laura Segura Ortiz 505 - Lisa Mena |
| Offices/Departments ★ Principal ★ Assistant Principal ★ Nurse / ASES ★ Counselor ★ Library ★ Computer Lab ★ Kitchen | | | |

Heber Elementary 2021 - 2022

Emergency Map



| | | | | | | | |
|---|---|---|---|---|---|--|--|
| 4th Grade 106 - Troy Lambert 107 - Lirina Gonzalez (S) 111 - Ericka Quintero 117 - Arturo Camacho 112 - Michelle Velazquez | 5th Grade 219 - Aileen Herrera 221 - Anabel Martinez (S) 222 - Jesus Garcia 223 - Alejandra Duran 224 - Reyna Gerardo 220 - Yaremy Martinez | 6th Grade 206 - Jose Martinez 212 - Francisco De La Rosa 213 - Susana Myron 214 - Sylvia Espinoza | 7th Grade 305 - Christina Ramirez 312 - Tanya Romero 307 - Veronica Bautista 312 - Maria Gonzalez 304 - Andrea De La Torre 308 - Ramon Lozano | 8th Grade 200 - Shannon Draper 201 - Ivadia Ontiveros 202 - Gabby Solis 203 - Denice Rios 208 - Sash Zambrano 204Gym - Nanette Haas | Sped & Ed. (SDC) 309 - Jacob Anderson 306 - Melissa Torres Sped & Ed. (R.S.P.) 215 - Adriana Marquez 304 - Ana Carolina Novales 106 - Clara Madel | Offices/Departments - Superintendent - Asst Superintendent - Counselor - Food Services - Speech Pathologist - Family Resource Center - Psychologist 207 - TOSAs | Offices/Departments 119 - Sped & Projects 101 - AGISA 118 - Miguez 122 - Information Technology 102 - Maintenance, Operations, & Transportation 103 - Restrooms |
|---|---|---|---|---|---|--|--|

| | | | | | | | |
|----------------|-----------------------|----------------|-------------------------|---------------|--------------------|---------------|-------------------------|
| District Name | Heber School District | Phone | 760-337-6530, ext. 2600 | School Name | Dogwood Elementary | Phone | 760-337-6534, ext. 3011 |
| Street Address | 1052 Heber Avenue | Street Address | 44 E. Correll Road | City Zip Code | Heber, CA 92249 | City Zip Code | Heber, CA 92249 |

Emergency Contact and Inventory Form

Instructions: Please file annually by September 15 with your local Police and Fire Departments and with
Imperial County Office of Emergency Services & Imperial County Office of Education
 1078 Dogwood Road 1398 Sperber Road
 Heber, CA 92249 Phone: (760) 482-2420 El Centro, CA 92243 Phone: (760)312-6133
 attn: Salvador Flores attn: Alvaro Ramirez
 e-mail: salvadorflores@co.imperial.ca.us e-mail: alvaro.ramirez@icoe.org
Emergency Phone Numbers:

SCHOOL YEAR 2021 - 2022
 Revised By: Darlene Herrera
 Date: November 2021

| | Name | Phone | | Organization | Phone |
|--|---|------------------------|---------------------|-----------------------------------|------------------|
| Superintendent | Juan Cruz | (760)337-6530 Ext.2499 | Electric Company | IID | (760) 482 - 9600 |
| Principal / Asst. Supt. | Darlene Herrera | (760)337-6530 Ext 3010 | Gas Company | The Gas Company | 1-800-427-2000 |
| Assistant Principal | Elizabeth Goff | (760)337-6530 Ext.2401 | Sewer Company | Heber Public Utilities | (760) 353- 9040 |
| Facilities-Maintenance | Jeremy Nielsen | (760)337-6530 Ext.2488 | Water Company | Heber Public Utilities | (760) 353- 9040 |
| School Nurse <input type="checkbox"/> District <input checked="" type="checkbox"/> ICOE | Becky Barham | (760)337-6530 | Nearest Hospital | El Centro Regional Medical Center | (760) 339 -7100 |
| Bus Dispatch | Jeremy Nielsen | (760)337-6534 Ext.2488 | Fire Station | County Fire Dept. | (760) 353 -5222 |
| Master Key (1) | Jeremy Nielsen, Connie Garcia, Pamela Dena | (760)337-6534 Ext.2488 | Police/Sheriff Dep. | County Sheriff Dept. | (760) 339- 6311 |
| Master Key (2) | All M.O.T. Staff – Isaac Morales, Carmen Ibarra, Javier Ramirez, Robert Sierra, Candido Hernandez, Adolo Leon, Adolfo Salazar | (760)337-6534 Ext.2488 | Other | | () - |

Evacuation Sites

| Designate as a Primary, Secondary or Alternate Site | Location | # of students/adults to be evacuated to site |
|---|-----------------------------|--|
| Primary | West Side Basketball Courts | 489 students /50 adults |
| Secondary | West Side Soccer Field | 489 students /50adults |
| | | |

Shut Offs and Switches

| | Location | Contact | Phone |
|---------------------------------|---|-------------------------------|--------------------------|
| Electric | Electrical Rm outside computer lab | Jeremy Nielsen / Isac Morales | (760) 337-6530 Ext. 2488 |
| Gas | South of Rm 101 (main) at the end of each building (on map) | Jeremy Nielsen / Isac Morales | (760) 337-6530 Ext. 2488 |
| Water | South of Room 101 (main) or outside restrooms | Jeremy Nielsen / Isac Morales | (760) 337-6530 Ext. 2488 |
| Telephones | | Jeremy Nielsen/ Isac Morales | (760) 337-6530 Ext. 2488 |
| Any On site Hazardous Materials | | Jeremy Nielsen / Isac Morales | (760) 337-6530 Ext. 2488 |

Incident Command Team (responsible for directing and documenting on site emergency activities)

| | | | |
|---|----------------------------|--|---|
| Incident Commander <i>Directs on site emergency operations</i> | Darlene Herrera, Principal | Agency Liaison <i>Coordinates w/ outside agencies</i> | Patty Marcial, Assistant Superintendent |
|---|----------------------------|--|---|

| | | |
|--|---|---|
| Color key Students present in these team areas | Staff assigned to teams in these areas should not have multiple assignments unless they are staggered during stages of incidents, e.g., search/rescue (start of event) and reunion gate (event has progressed beyond search/rescue) | Information in this category represents districts resources to serve their students and to respond in the event of an emergency |
|--|---|---|

Screenshot

| | | | | | | | |
|---|--|-------|-------------------------|---|--|--|-------------------------|
| District Name | Heber School District | Phone | 760-337-6530, ext. 2600 | School Name | Dogwood Elementary | Phone | 760-337-6534, ext. 3011 |
| Street Address | 1052 Heber Avenue | | | Street Address | 44 E. Correll Road | | |
| City Zip Code | Heber, CA 92249 | | | City Zip Code | Heber, CA 92249 | | |
| Backup Incident Commander | Elizabeth Goff, Asst. Principal | | | Backup Agency Liaison | Edith Ayala, Accounts Clerk | | |
| Public Information Officer | Juan Cruz, Superintendent | | | Safety Coordinator <small>Ensures emergency activities are conducted safely</small> | Jeremy Nielsen, Maintenance&Operations/Transportation Director | | |
| Backup Public Information Officer | Sergio Espinoza, Project Director or Elizabeth Goff, Assistant Principal | | | Backup Safety Coordinator | Isac Morales, Maintenance | | |
| Incident Command Team Meeting Locations: <i>(Indicate locations where the Incident Command Team will convene during an emergency-Is there power and phone service?)</i> | | | | Primary | | Secondary | |
| | | | | Principal's Office, Bldg. 1 44 E. Correll Rd. (inside) / Basketball Courts (outside) | | Library Circulation Desk, Bldg. (inside) Soccer field (outside) | |

Color key

| | | |
|--------------------------------------|---|---|
| Students present in these team areas | Staff assigned to teams in these areas should not have multiple assignments unless they are staggered during stages of incidents, e.g., search/rescue (start of event) and reunion gate (event has progressed beyond search/rescue) | Information in this category represents districts resources to serve their students and to respond in the event of an emergency |
|--------------------------------------|---|---|

Screenshot

| | | | | | | | |
|----------------|-----------------------|----------------|-------------------------|---------------|--------------------|---------------|-------------------------|
| District Name | Heber School District | Phone | 760-337-6530, ext. 2600 | School Name | Dogwood Elementary | Phone | 760-337-6534, ext. 3011 |
| Street Address | 1052 Heber Avenue | Street Address | 44 E. Correll Road | City Zip Code | Heber, CA 92249 | City Zip Code | Heber, CA 92249 |

Team Assignments & Meeting Locations (Fill in Team Leaders, Alternates and Members. Indicate locations where team will convene during an emergency)

| | | | | | |
|---|------------------|--|--|------------------|--|
| Search & Rescue Team 1 Performs search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms. Building 1: Primary Office & Classrooms 101-106 <i>(Lead teachers and teachers that need to check rooms are to leave their students with another teacher to be supervised)</i> | Leader | Brenda Loo (Kinder teacher) Primary Office & Classrooms 101-104 | Search & Rescue Team 4 Performs search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms. Building 4: (Rooms 401-406) <i>(Lead teachers and teachers that need to check rooms are to leave their students with another teacher to be supervised)</i> | Leader | Cecilia Corona (Teacher) Building 4: (Rooms 404-406) |
| | Alternate Leader | Elvira Yee (Kinder Teacher) Building 1: Classrooms 101 - 104 | | Alternate Leader | Maria Mendez (Teacher) Building 4: (Rooms 401-403) |
| | Member 1 | | | Member 1 | |
| Search & Rescue Team 2 Performs search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms. Building 2: Classrooms 201-206 <i>(Lead teachers and teachers that need to check rooms are to leave their students with another teacher to be supervised)</i> | Leader | Elizabeth Vasquez (Counselor) Building 2: Classrooms 201-203 | Search & Rescue Team 5 Performs search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms. Building 5: (Rooms 501-506) | Leader | Carolina Valencia (Teacher) Bldng 5: (Rooms 501 - 503) |
| | Alternate Leader | Christina Cervantes (teacher) Building Rooms 204-206 | | Alternate Leader | Esmeralda Luevano (Trailers) & (504-506) |
| | Member 1 | | | Member 1 | |
| Search & Rescue Team 3 Performs search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms. Building :3 (Rooms 301-306) <i>(Lead teachers and teachers that need to check rooms are to leave their students with another teacher to be supervised)</i> | Leader | Efrain Garcia (Teacher) Building :3 (Rooms 304 - 306) | Search & Rescue Team 6 Performs search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms. Building 6: Library, Computer Lab, Parent Room, MPR, Kitchen | Leader | Eunice Romero Building 6: Library, Computer Lab, Lounge |
| | Alternate Leader | Bianca Adler (Teacher) Building :3 (Rooms 301-303) | | Alternate Leader | Alfonso Castro |
| | Member 1 | | | Member 1 | Kitchen Staff Available Building 6: Kitchen |
| Security / Utilities Team Ensure security of the school site and short-term repairs • Fire Suppression / HazMat Team Extinguish fires & evaluate chemical spills • Supply / Equipment Team Ensure adequate supplies & equipment are available Meeting Location (Inside): MPR Meeting Location (outside): East edge of basketball courts near incident command center | Leader | Isaac Morales | Crisis-Psychological First Aid Team Provides psychological counseling for students/staff & District □ ICOE Meeting Location (outside): 44 E. Corral Bldg. 1, Main Office | Leader | Elizabeth Vasquez |
| | Alternate Leader | Jeremy Nielsen | | Alternate Leader | Jenifer Torres |
| | Member 1 | Isac Morales | | Member 1 | Akeila Benjamin |
| | Member 2 | Carmen Ibarra | | Member 2 | Juan Flores |
| | Member 3 | Javier Ramirez | | Member 3 | |
| Assembly Area Team Ensures safe evacuation & accounting of all students/staff Meeting Location (Inside): MPR Meeting Location (outside): East edge of basketball courts near incident command center | Leader | Connie Garcia | Request / Reunion Gate Teams Process request(s) for student pick-up. Reunites parents or guardians at Reunion Gate Meeting Location (Inside): MPR Meeting Location (outside): Gate Entrance | Leader | Pamela Dena |
| | Alternate Leader | Yolanda Equihua | | Alternate Leader | Sonia Cervantes |
| | Member 1 | Paras onsite | | Member 1 | Martha Favela |
| | Member 2 | Pupil Supervisors onsite | | Member 2 | Pupil Supervisors onsite |
| **First Aid / Medical Team Ensure first aid supplies are available & administered Meeting Location (inside): Office Meeting Location (outside): basketball courts | Leader | Sonia Cervantes | Reunion Gate Teams (encourage a separate reunion gate be staffed if school enrollment exceeds 800) Meeting Location (inside): Meeting Location (outside): | Leader | |
| | Alternate Leader | | | Alternate Leader | |
| | Member 1 | Kayla Finnell | | Member 1 | |
| | Member 2 | Search & Rescue Teams | | Member 2 | |

| | | | |
|-----------|--------------------------------------|---|---|
| Color key | Students present in these team areas | Staff assigned to teams in these areas should not have multiple assignments unless they are staggered during stages of incidents, e.g., search/rescue (start of event) and reunion gate (event has progressed beyond search/rescue) | Information in this category represents districts resources to serve their students and to respond in the event of an emergency |
|-----------|--------------------------------------|---|---|

Screenshot

| | | | | | | | |
|-----------------------|---|-------|-------------------------|----------------|--------------------|-------|-------------------------|
| District Name | Heber School District | Phone | 760-337-6530, ext. 2600 | School Name | Dogwood Elementary | Phone | 760-337-6534, ext. 3011 |
| Street Address | 1052 Heber Avenue | | | Street Address | 44 E. Correll Road | | |
| City Zip Code | Heber, CA 92249 | | | City Zip Code | Heber, CA 92249 | | |
| Other emergency equip | Van (6 passenger), two Pick-up Trucks 3 emergency kits (radios, flashlights, 25 large trash bags, 3 rolls of duct tape, 6 "D" batteries, 1 First aid kit, 1 rope, 1 pry bar, latex gloves) <i>Location of Emergency Kits: 1. Building 1 2. Building 6</i> | | | | | | |

Color key

| | | |
|--------------------------------------|---|---|
| Students present in these team areas | Staff assigned to teams in these areas should not have multiple assignments unless they are staggered during stages of incidents, e.g., search/rescue (start of event) and reunion gate (event has progressed beyond search/rescue) | Information in this category represents districts resources to serve their students and to respond in the event of an emergency |
|--------------------------------------|---|---|

Screenshot

| | | | | | | | |
|----------------|-----------------------|----------------|-------------------------|---------------|--------------------|---------------|-------------------------|
| District Name | Heber School District | Phone | 760-337-6530, ext. 2600 | School Name | Dogwood Elementary | Phone | 760-337-6534, ext. 3011 |
| Street Address | 1052 Heber Avenue | Street Address | 44 E. Correll Road | City Zip Code | Heber, CA 92249 | City Zip Code | Heber, CA 92249 |

of Utilities (Indicate specific plan for establishing alternative water, electricity, natural gas supply, and alternative methods of communication)

| | |
|--|---|
| Water: (Plan should include alternative water source for drinking water, fire suppression, food service & toilet) | |
| Drinking Water | Plastic Bottles (20 cases in each teachers' work station) |
| Food Service | Meals from School Cafeteria or Outside Sources |
| Fire Suppression | Fire Extinguishers in every classroom and every office |
| Toilet | |
| Electricity: (Plan should provide alternative electrical source for ventilation & emergency lighting) | |
| Battery Lights | Battery operated lanterns, flashlights, and other emergency supplies will be located in the main offices, teachers' lounge, cafeteria, buildings 3/C, building 5E, MPR storage room |
| Ventilation | Open doors |
| Generator (hours/days of power, what is powered; and fuel source) | |
| Natural Gas | None |
| Food Service | Cold and/or hot meals from cafeteria |
| Other | |
| Communication: | |
| Cell Phone | Cell Phones |
| Radio (type+frequency) | School's walkie talkies, bullhorn, color coded signals on windows/doors (will be implemented), 800 MHz. emergency radio in the principal's office. |

Emergency Resources Inventory (Initial call out is made to the [Authorization Contact](#) from the Emergency Operations Center at the county or city. After initial call out, direct contact with Facilities, Staff, and Equipment Secondary Contacts may be made.)

| AUTHORIZATION CONTACT NAME | phone | location |
|---|--|-------------------------------------|
| (1) Juan Cruz | 760-337-6530 Ext. 2499/ 2600 | 1052 Heber Avenue (District Office) |
| (2) Darlene Herrera | 760-337-6534 Ext. 3010 / 3011 | 44 E. Correll Road |
| Facilities-secondary contact name Jeremy Nielsen Phone: 760-337-6530 Ext. 2488 Location: 60 E. 14 th Street (warehouse) | | |
| Gym-Multipurpose Room | Size 55 ft. by 55 ft. # of restrooms 2 # of showers 0 | |
| Cafeteria | Size Type of Food Prep Hot and Cold Meals | |
| Classrooms | Total # 28 | |
| Other | Library, Resource Office, Computer Lab (Primary building) | |
| Staff- secondary contact name Darlene Herrera Phone: 760-337-6534 Ext. 3010 / 3011 Location: 44 E. Correll Road | | |
| School Psychologists | # 1 Contact Name: Akeila Benjamin | |
| School Nurses | # None (ICOE provides nurse 2 times a month or as needed) | |
| Certificates for CPR | #11 Darlene Herrera, Connie Garcia, Martha Favela, Yadira Cazarez, Jessica Romero, Maricela Equihua, Rosamaria Madrigal, Jeronima Medina, Brisa Aldaz. | |
| Certificates for EMT or Paramedics | # 0 | |
| Bus Drivers | # 3 Karla Zaragoza, Adolfo Salazar, Susie Cajigas. | |
| Other | | |
| Equipment- secondary contact name Pete Figueroa Phone: 760-6530 Ext. 2488/2492 Location: 60 E. 14 th Steet | | |
| Buses, capacity, radios | 4 buses: Capacity: Bus # 3 = 66 + 1 wheelchair, Bus #4=84; Bus #2=78; Bus #07-6=24 + 1 wheelchair / Drivers carry radios | |
| Earthmoving equipment | Type: | |

| | | | |
|-----------|--------------------------------------|---|---|
| Color key | Students present in these team areas | Staff assigned to teams in these areas should not have multiple assignments unless they are staggered during stages of incidents, e.g., search/rescue (start of event) and reunion gate (event has progressed beyond search/rescue) | Information in this category represents districts resources to serve their students and to respond in the event of an emergency |
|-----------|--------------------------------------|---|---|

Screenshot

Emergency Contact and Inventory Form

Instructions: Please file annually by September 15 with your local Police and Fire Departments and with
Imperial County Office of Emergency Services & Imperial County Office of Education
 1078 Dogwood Road 1398 Sperber Road
 Heber, CA 92249 Phone: (760) 482-2420 El Centro, CA 92243 Phone: (760) 312-6133
 attn: Salvador Flores attn: Alvaro Ramirez
 e-mail: salvadorflores@co.imperial.ca.us e-mail: alvaro.ramirez@icoe.org

SCHOOL YEAR 2021 - 2022
 Revised By: Elizabeth Goff
 Date: November 2021

Emergency Phone Numbers:

| | Name | Phone | | Organization | Phone |
|---|---|------------------------|----------------------------|-----------------------------------|------------------|
| Superintendent | Juan Cruz | (760)337-6530 Ext.2499 | Electric Company | IID | (760) 482 - 9600 |
| Principal / Asst. Supt. | Cynthia Silva / Patty G. Marcial | (760)337-6530 Ext.2498 | Gas Company | The Gas Company | 1-800-427-2000 |
| Assistant Principal | Elizabeth Goff | (760)337-6530 Ext.2401 | Sewer Company | Heber Public Utilities | (760) 353- 9040 |
| Facilities-Maintenance | Jeremy Nielsen | (760)337-6530 Ext.2488 | Water Company | Heber Public Utilities | (760) 353- 9040 |
| School Nurse □ District ☒ ICOE | Becky Barham | (760)337-6530 | Nearest Hospital | El Centro Regional Medical Center | (760) 339 -7100 |
| Bus Dispatch | Jeremy Nielsen | (760)337-6534 Ext.2488 | Fire Station | County Fire Dept. | (760) 353 -5222 |
| Master Key (1) | Jeremy Nielsen Stefanie Cruz Almendra Guerrero | (760)337-6534 Ext.2488 | Police/Sheriff Dep. | County Sheriff Dept. | (760) 339- 6311 |
| Master Key (2) | Pete Figueroa (Lead) Cesar Casillas Santiago Martinez Raymond Munoz Jose Angel Tanori | (760)337-6534 Ext.2488 | Other | | |

Evacuation Sites

Shut Offs and Switches

| Designate as a Primary, Secondary or Alternate Site | Location | # of students/adults to be evacuated to site |
|--|--------------------------|--|
| Primary | Basketball Courts | 677 students / 80 adults |
| Secondary | Junior High Soccer Field | 677 students / 80adults |
| | | |
| | | |

| | Location | Contact | Phone |
|------------------------------------|---|---|--------------------------|
| Electric | South of Jr. High Bldg. North of Middle Grades Bldg. East of Primary Bldg. South of School Warehouse | Jeremy Nielsen Pete Figueroa Javier Ramirez (Dogwood) | (760) 337-6530 Ext. 2488 |
| Gas | South of Jr. High Bldg. | Jeremy Nielsen Pete Figueroa Javier Ramirez (Dogwood) | (760) 337-6530 Ext. 2488 |
| Water | West of Jr. High Bldg. West of Middle Grades Bldg. North of Primary Bldg. East of School Warehouse | Jeremy Nielsen Pete Figueroa Javier Ramirez (Dogwood) | (760) 337-6530 Ext. 2488 |
| Telephones | Inside of Library Bldg. | Jeremy Nielsen Pete Figueroa Javier Ramirez (Dogwood) | (760) 337-6530 Ext. 2488 |
| Any On site Hazardous Materials | (gasoline) school warehouse | Jeremy Nielsen Pete Figueroa Javier Ramirez (Dogwood) | (760) 337-6530 Ext. 2488 |

Incident Command Team (responsible for directing and documenting on site emergency activities)

| | | | |
|---|-------------------------------------|--|--|
| Incident Commander <small>Directs on site emergency operations</small> | Cynthia Silva, Principal | Agency Liaison <small>Coordinates w/ outside agencies</small> | Patty Marcial, Assistant Superintendent |
| Backup Incident Commander | Elizabeth Goff, Assistant Principal | Backup Agency Liaison | Edith Ayala, Accounts Clerk |
| Public Information Officer | Juan Cruz, Superintendent | Safety Coordinator <small>Ensures emergency activities are conducted safely</small> | Jeremy Nielsen Maintenance, Operations, Transportation Director |

Color key

| | | |
|--------------------------------------|---|---|
| Students present in these team areas | Staff assigned to teams in these areas should not have multiple assignments unless they are staggered during stages of incidents, e.g., search/rescue (start of event) and reunion gate (event has progressed beyond search/rescue) | Information in this category represents districts resources to serve their students and to respond in the event of an emergency |
|--------------------------------------|---|---|

| | | | |
|--|-----------------------------------|---|--|
| Backup Public Information Officer | Sergio Espinoza, Project Director | Backup Safety Coordinator | Pete Figueroa, Maintenance |
| Incident Command Team Meeting Locations <i>(Indicate locations where the Incident Command Team will convene during an emergency-Is there power and phone service?)</i> Soccer Field | | Primary Multipurpose Room, Jr. High Bldg. 1052 Heber Avenue (inside) -walkie talkies will be used | Secondary Junior High Soccer Field 63 11 th Street (outside) -walkie talkies will be used |

| | | | |
|-----------|--------------------------------------|---|---|
| Color key | Students present in these team areas | Staff assigned to teams in these areas should not have multiple assignments unless they are staggered during stages of incidents, e.g., search/rescue (start of event) and reunion gate (event has progressed beyond search/rescue) | Information in this category represents districts resources to serve their students and to respond in the event of an emergency |
|-----------|--------------------------------------|---|---|

Team Assignments & Meeting Locations (Fill in Team Leaders, Alternates and Members. Indicate locations where team will convene during an emergency)

| | | | | | |
|--|------------------|--------------------------------|--|------------------|--------------------|
| Search & Rescue Team 1 Performs search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms. Jr. High Wing & Cafeteria Jr. High Trailers (319-322) | Leader | Sandra Villa | Search & Rescue Team 3 Performs search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms. Primary grades Building: Main Office (Rms. 101-123) North Trailers (230-241) | Leader | Elizabeth Camarena |
| | Alternate Leader | Anel Navarro | | Alternate Leader | Alejandra Pasten |
| | Member 1 | Adrian Garnica | | Member 1 | Ernesto De La Rosa |
| | Member 2 | Tony Ambriz | | Member 2 | Melissa Villa |
| | Member 3 | | | Member 3 | Corina Soto |
| Search & Rescue Team 2 Performs search & rescue operations by groups of classrooms, wings, or buildings. Number of Rescue Teams is based on number and location of classrooms. Buildings A-E (Rms. 200-226) District Office Library | Leader | Cynthia Leyvas | | | |
| | Alternate Leader | Belen Burgos | | | |
| | Member 1 | Elizabeth Rios | | | |
| | Member 2 | Arleen Arreola | | | |
| | Member 3 | Zicri Hernandez | | | |
| Security / Utilities Team Ensure security of the school site and short-term repairs • Fire Suppression / HazMat Team Extinguish fires & evaluate chemical spills • Supply / Equipment Team Ensure adequate supplies & equipment are available Meeting Location (inside): Warehouse (60 E14th St.) Meeting Location (outside): Outside of Jr. High Office Area | Leader | Jeremy Nielsen | Crisis-Psychological First Aid Team Provides psychological counseling for students/staff <input checked="" type="checkbox"/> District <input type="checkbox"/> ICOE Meeting Location (outside): 1052 Heber Ave. West of Main Office | Leader | Rosa Nava |
| | Alternate Leader | Pete Figueroa | | Alternate Leader | Akelia Benjamin |
| | Member 1 | Santiago Martinez | | Member 1 | Gloria Gutierrez |
| | Member 2 | Cesar Casillas | | Member 2 | Juan Jose Flores |
| | Member 3 | Ray Munoz | | Member 3 | |
| | Member 4 | Jose Angel Tanori/Jesse Romero | | | |
| Assembly Area Team Ensures safe evacuation & accounting of all students/staff Meeting Location (inside): Library (1042 Heber Ave.) Meeting Location (outside): Outside of Jr. High Office Area (1052 Heber Ave.) | Leader | Lina Martinez | Request / Reunion Gate Teams Process request(s) for student pick-up. Reunites parents or guardians at Reunion Gate Meeting Location (outside): Jr. High Gate Entrance | Leader | Almendra Guerrero |
| | Alternate Leader | David Ostermann | | Alternate Leader | Angie Fernandez |
| | Member 1 | Gina Espinoza | | Member 1 | Sergio Espinoza |
| | Member 2 | Edith Ayala | | Member 2 | Claudia Rivera |
| | Member 3 | Elizabeth Goff | | Member 3 | Lluvia Padilla |
| First Aid / Medical Team Ensure first aid supplies are available & administered Meeting Location (inside): Jr. High Office (Nurse's Office) Meeting Location (outside): Outside of Jr. High Office Area | Leader | Martha Favela | Reunion Gate Teams (encourage a separate reunion gate be staffed if school enrollment exceeds 800) Meeting Location (inside): Meeting Location (outside): | Leader | |
| | Alternate Leader | Maribel Benavidez | | Alternate Leader | |
| | Member 1 | Kayla Finnell | | Member 1 | |
| | Member 2 | Fidelia Lomeli | | Member 2 | |
| | Member 3 | Fanny Ambriz | | Member 3 | |
| | Member 4 | Cynthia Martinez | | | |
| Documentation | Primary | Almendra Guerrero | Communication | | Juan Cruz |
| | Alternate | Angie Fernandez | | | Cynthia Silva |
| Facilities Manager | PM Name | Juan Cruz | School Safety Planning Committee Chair | Chair Person | Cynthia Silva |

****Search & Rescue Team Members will support First Aid/Medical Team when buildings have been cleared**

Color key

Students present in these team areas

Staff assigned to teams in these areas should not have multiple assignments unless they are staggered during stages of incidents, e.g., search/rescue (start of event) and reunion gate (event has progressed beyond search/rescue)

Information in this category represents districts resources to serve their students and to respond in the event of an emergency

Plan for Loss of Utilities (Indicate specific plan for establishing alternative water, electricity, natural gas supply, and alternative methods of communication)

| | |
|--|---|
| Water: (Plan should include alternative water source for drinking water, fire suppression, food service & toilet) | |
| Drinking Water | Plastic Bottles 25 cases in each area (1. Cafeteria Dry Storage, 2. Warehouse, 3. Jr. High Teacher's Lounge Rm. 315, Primary Teacher's Lounge, & Library) |
| Food Service | Meals from School Cafeteria or Outside Sources |
| Fire Suppression | Fire Extinguishers in every classroom and every office |
| Toilet | Rent portable toilets from Lori's Sanitation |
| Electricity: (Plan should provide alternative electrical source for ventilation & emergency lighting) | |
| Battery Lights | Battery operated lanterns, flashlights, and other emergency supplies will be located in the main offices, library, warehouse, and behind Room 222. |
| Ventilation | Open doors and windows |
| Generator (hours/days of power, what is powered; and fuel source) | |
| Natural Gas | None |
| Food Service | Cold and/or hot meals from cafeteria |
| Other | |
| Communication: | |
| Cell Phone | |
| Radio (type+frequency) | School's walkie talkies, megaphone, color coded signals on windows/doors (will be implemented), 800 MHz. emergency radio in District Office. |

Emergency Resources Inventory (Initial call out is made to the [Authorization Contact](#) from the Emergency Operations Center at the county or city. After initial call out, direct contact with Facilities, Staff, and Equipment Secondary Contacts may be made.)

| AUTHORIZATION CONTACT NAME | Phone | location |
|------------------------------------|--|---|
| (1) Juan Cruz | 760-337-6530 Ext. 2499/ 2600 | 1052 Heber Avenue (District Office) |
| (2) Cynthia Silva | 760-337-6530 Ext. 2498 / 2497 | 1052 Heber Avenue (Jr. High Office) |
| Facilities-secondary contact name | Jeremy Nielsen Phone: 760-337-6530 Ext. 2488 | Location: 60 E. 14 th Street (warehouse) |
| Gym-Multipurpose Room | Size 55 ft. by 55 ft. # of restrooms 8 # of showers 2 | |
| Cafeteria | Size Type of Food Prep Hot and Cold Meals | |
| Classrooms | Total # 31 | |
| Other | Library, Resource Office, Computer Lab (Primary building) | |
| Staff- secondary contact name | Cynthia Silva Phone: 760-337-6530 Ext. 2498/2497 | Location: 11 th Street |
| School Psychologists | # 1 Contact Name: Akelia Benjamin | |
| School Nurses | # None (ICOE provides nurse 2 times a month or as needed) | |
| Certificates for CPR | #18 Administration: Jeremy Nielsen, Cynthia Silva, Elizabeth Goff, Almendra Guerrero Instructional Staff: Arturo Camacho, Ernesto De La Rosa, Francisco De La Rosa, Jesus Garcia, Adrian Garnica, Fidelia Lomeli, Ramon Lozano Pupil Supervisors: Ana Celeya, Jenny Figueroa, Cynthia Martinez, Jesse Romero, Corina Soto, Bertha Tapia, Natalia Uriate | |
| Certificates for EMT or Paramedics | # 0 | |
| Bus Drivers | # 5 Jeremy Nielsen, Susie Cajigas, Pablo Gomez, Adolfo Salazar, Karla Zaragoza | |
| Equipment- secondary contact name | Jeremy Nielson, Phone: 760-6530 Ext. 2488 | Location: 60 E. 14 th Street |
| Buses, capacity, radios | 4 buses: Capacity: Bus # 3 = 66 + 1 wheelchair, Bus #4=84; Bus #2=78; Bus #07-6=24 + 1 wheelchair / Drivers carry verizon phones | |
| Earthmoving equipment | Type: Mid-Size Tractor | |
| Other emergency equip | Van (10 passenger) and Pick-up Truck 4 emergency kits (radios, flashlights, 25 large trash bags, 3 rolls of duct tape, 6 "D" batteries, 1 First aid kit, 1 rope, 1pry bar, latex gloves) | |

Color key

| | | |
|--------------------------------------|---|---|
| Students present in these team areas | Staff assigned to teams in these areas should not have multiple assignments unless they are staggered during stages of incidents, e.g., search/rescue (start of event) and reunion gate (event has progressed beyond search/rescue) | Information in this category represents districts resources to serve their students and to respond in the event of an emergency |
|--------------------------------------|---|---|

Lockdown Procedures

***** Remember that during a lockdown drill everyone must remain in doors and teaching stops.**

| Lockdown with Evacuation | Lockdown Drill |
|--|---|
| <p>1. Call the office from your class phone to alert all classrooms and staff of an active shooter or an intruder. Say...</p> <p><i>"This is a lockdown. This is NOT a drill. There is an intruder in _____ area. Lock your doors and follow lockdown procedures"</i></p> <p>2. District personnel will use the 500 mgz. radio to call law enforcement agencies.</p> <p>3. Follow Lockdown Procedures:</p> <ol style="list-style-type: none"> Lock classroom doors. No one leaves. Position students <u>on floor</u>, out of sight <u>from classroom</u> door or window view. Turn off all interior lights. Maintain calmness in the classroom. Limit phone and radio communication. Account for all students <u>in classroom</u>. Take roll call quietly, no sound. <p>4. If lockdown occurs during recess or P.E., direct students and staff to the nearest safest area.</p> <p>5. At the end of the Lockdown, the following will be announced:</p> <p><i>"Lockdown is over, please exit the classroom and proceed to your designated area." (basketball courts or soccer field)</i></p> <p>6. Everyone MUST quietly exit the classroom with their hands behind their head, walk to soccer field, and line-up in the designated area.</p> | <p>1. Office staff will announce the following:</p> <p><i>"This is a lockdown drill. This is ONLY a drill. Follow lockdown procedures"</i></p> <p>2. Follow Lockdown Procedures:</p> <ol style="list-style-type: none"> Lock classroom doors. No one leaves. Position students <u>on floor</u>, out of sight <u>from classroom</u> door or window view. Turn off all interior lights. Maintain calmness in the classroom. Limit phone and radio communication. Account for all students <u>in classroom</u>. Take roll call quietly, no sound. <p>3. If lockdown drill occurs during recess or P.E., direct students and staff to the nearest safest area.</p> <p>4. At the end of the lockdown drill, the following will be announced:</p> <p><i>"Lockdown drill is over, exit the classroom and proceed to your designated area." (basketball court or soccer field)</i></p> <p style="text-align: center;">OR</p> <p><i>"Lockdown drill is over, resume your regular schedule."</i></p> |

Shelter In Place

***** Reminder that during a Shelter in Place - classrooms are secure but teaching continues**

| Shelter In Place | Shelter In Place Drill |
|---|---|
| <p>1. Office Staff will announce over intercom and radio to Shelter in Place and Secure Campus</p> <p><i>"Shelter In Place. This is NOT a drill. Secure the campus and follow Shelter in Place procedures"</i></p> <p>2. Keep assigned radio on and near you to hear status of Shelter In Place</p> <p>3. Follow Shelter In Place Procedures:</p> <ol style="list-style-type: none"> Lock classroom doors. No one leaves. Maintain calmness in the classroom. Limit phone and radio communication. Account for all students <u>in classroom</u>. Continue Teaching unless inside of the classroom <p>4. If shelter in place occurs during recess or P.E., direct students and staff to the nearest safest area.</p> <p>5. At the end of the Shelter In Place, the following will be announced:</p> <p><i>"All Clear, proceed as normal"</i></p> | <p>1. Office staff will announce the following:</p> <p>3. Office Staff will announce over intercom and radio to Shelter in Place and Secure Campus</p> <p><i>"Shelter In Place. This is NOT a drill. Secure the campus and follow Shelter in Place procedures"</i></p> <p>4. Keep assigned radio on and near you to hear status of Shelter In Place</p> <p>3. Follow Shelter In Place Procedures:</p> <ol style="list-style-type: none"> Lock classroom doors. No one leaves. Maintain calmness in the classroom. Limit phone and radio communication. Account for all students <u>in classroom</u>. Continue Teaching unless inside of the classroom <p>4. If shelter in place occurs during recess or P.E., direct students and staff to the nearest safest area.</p> <p>5. At the end of the Shelter In Place, the following will be announced:</p> <p><i>"All Clear, proceed as normal"</i></p> |

EARTHQUAKE/FIRE DRILL PROCEDURES

Earthquake

Direct students to Duck, Cover, and Hold under the desk/table (do not wait for bell to ring).

Students and staff must **remain in Duck, Cover, and Hold position for 60 seconds after the earthquake stops or until alarm is activated** signaling classroom evacuation. **Follow protocol below.**

Fire Drill

Once the alarm is activated, **follow the protocol below.**

Protocol

1. Inform students to line-up and start walking outside the classroom quietly and orderly.

The only person speaking is the teacher, giving specific directions. Students must take the drill seriously (no horseplaying).

2. Teachers must bring:
 - ⇒ Current Roster
 - ⇒ Whistle
 - ⇒ Red and Green cards!
 - ⇒ Assigned Radio (if applicable)
3. Hang **red** card on your door knob (outside) to indicate you have an injured or missing student.
4. Hang **green** card on your door knob (outside) to indicate everyone is fine and accounted for.
5. Direct all students to walk toward:

Dogwood: West side of the basketball courts

Heber School: Basketball courts (4th/5th/6th/SDC/Language) or Soccer Field (7th/8th)

6. *Walk to the designated line-up area for your grade level.*
7. Display the **green** or **red** card so the designated staff can account for your class
 - *Raise **red** card to indicate you have an injured or missing student or staff member.*
 - *Raise **green** card if all students and staff are accounted for.*
8. Designated personnel will inform the Command Center of findings
9. When facilities are clear and students and staff are accounted for, Principal or designee will announce:
“All facilities are clear and all students and staff are accounted for....Blow your whistles.”
 - Sound of whistles and/or ringing of bell will indicate that it is safe to return to classroom.

Designated staff will check roster and verify student count

| Grade | Location | Position | Staff |
|--|--------------------------|--|---|
| Transitional Kindergarten Kindergarten 1st Grade SDC | Dogwood | Counselor Library Clerk | Elizabeth Vasquez Eunice Romero |
| 2nd Grade 3rd Grade RSP Speech Newcomers | Dogwood | TOSA Attendance Clerk | Elizabeth Vasquez Martha Favela |
| 4th Grade 5th Grade 6th Grade Language! SDC/RSP | Heber: Basketball Courts | Counselor Administrative Assistant SPED Clerk Support Services-Migrant | Rosa Nava Elizabeth Camarena Alejandra Pasten Ernesto De La Rosa |
| 7th Grade 8th Grade | Heber: Soccer Field | Technology Library Clerk Instructional Aide Attendance Clerk | Cynthia Leyvas Arlene Arreola Claudia Rivera Martha Favela |