



# Comprehensive School Safety Plans

## 2022-2023

**Superintendent of Schools**

Jim A. Yovino

A handwritten signature in blue ink, appearing to read "Jim A. Yovino", is written over a horizontal line. Below the line, the word "Signature" is printed in a small, light blue font.

2/28/22

Date

**Comprehensive School Safety Plan**

Purpose and Process

Superintendent and Board Policy 0450 – Comprehensive Safety Plan

Superintendent Administrative Regulation 0450 – Comprehensive Safety Plan

**Current Status of School Crime Committed on Campuses and at School Related Functions**

**(EC32282(a)(1)).....1**

Current Status of School Crime

**Child Abuse Reporting Procedures (EC32282(a)(2)(A)).....2**

Superintendent and Board Policy 5141.4 – Child Abuse Prevention and Reporting

Superintendent Administrative Regulation 5141.4 – Child Abuse Prevention and Reporting

Superintendent Policy HR-1305 – Child Abuse Prevention and Mandated Reporter Procedures

**Disaster Procedures (EC32282(a)(2)(B)) .....3**

SOP #1314 – Notice to Employees of Disaster Worker Status and Procedure for Administering Oath

Steps to Earthquake Safety

Earthquake Preparedness Guide for People with Disabilities and Other Access or Functional Needs

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*SOP #813 – Emergency Procedures*

*Site Phone Directory*

*School Site Map(s)*

*Standardized Emergency Management System (SEMS) Implementation*

*Incident Action Plan Template*

*Safe School Leadership Team*

*Reunification Plan*

*Plan Exercise Checklist*

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*SOP #813 – Emergency Procedures*

*Site Phone Directory*

*School Site Map(s)*

*Standardized Emergency Management System (SEMS) Implementation*

*Incident Action Plan Template*

*Safe School Leadership Team*

*Reunification Plan*

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(Bus, Drop-off/Loading, Visitor Check-in Procedures, Maps, etc.)*

*Site-Specific Discipline Rules / Policies (if any)*

*Site’s Discussion on Safe and Orderly Environment Conducive to Learning (e.g. School Culture, Physical Conditions, Goals, etc.)*

*Site’s Tactical Response Protocols*



## Purpose and Process

California schools are required to comply with various Federal, state, and local regulations dealing with health and safety. California State regulations require that school districts and offices of education maintain an appropriate social climate on campus, in classrooms, and at school-sponsored events. In particular, Education Code (EC) requires the preparation of comprehensive "school safety plans" dealing with violence prevention, emergency preparedness, crisis intervention, and student and employee safety.

Pursuant to EC 32281, the Fresno County Superintendent of Schools (FCSS) is responsible for developing a Comprehensive School Safety Plan for its schools operating kindergarten or any grades 1 to 12, inclusive. The FCSS Comprehensive School Safety Plan provides guidance and direction to program managers, faculty and staff who have emergency management responsibilities. Emergency procedures (see Section 3, 11 and Appendices) along with the School Comprehensive School Safety Plan shall be used during an emergency incident involving an FCSS school facility.

This Comprehensive School Safety Plan has been organized to include the sections below. All sections marked with an asterisk (\*) have site-specific information located in the Appendices.

- Current Status of School Crime Committed on Campuses and at School-related Functions (EC32282(a)(1))
- Child Abuse Reporting Procedures (EC32282(a)(2)(A))
- Disaster Procedures (EC32282(a)(2)(B))\*
- Expulsion Procedures (EC32282(a)(2)(C))
- Procedures to Notify Teachers of Dangerous Pupil (EC32282(a)(2)(D))
- Discrimination and Harassment Policy (EC32282(a)(2)(E))
- School-wide Dress Code (EC32282(a)(2)(F))\*
- Procedures for Ingress/Egress of Pupils, Parents, Employees to/from School (EC32282(a)(2)(G))\*
- Safe and Orderly Environment Conducive to Learning (EC32282(a)(2)(H))\*
- School Site Discipline Rules (EC32282(a)(2)(I))\*
- Tactical Response Protocols (EC32282(a)(2)(J))\*
- Bullying Policies (EC32282(f))
- Appendices

The Parent/Guardian-Student Handbook/Annual Notifications for each site contain additional information and are incorporated into the Comprehensive School Safety Plan by reference. To obtain a copy of the Parent/Guardian-Student Handbook/Annual Notifications, please contact the school office.

The Comprehensive School Safety Plan shall be made available to all staff, students, parents, and the community to review, upon request, and shall be updated on an annual basis on or before March 1 of each year.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

**Philosophy, Goals, Objectives and Comprehensive Plans**  
**COMPREHENSIVE SAFETY PLAN**

The County Superintendent and County Board recognize that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The County Superintendent and County Board are fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

1. The County Superintendent or designee shall oversee the development of a comprehensive safety plan that is applicable to each school site. (Education Code 32281.)
2. The plan shall be relevant to the needs and resources of each particular school site.
3. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286.)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year. (Education Code 32286.) The County Superintendent is responsible for the annual review, updating, and approval of the comprehensive safety plan(s).

By October 15 of each year, the County Superintendent shall notify the California Department of Education of any school that is operated by the County Superintendent that has not complied with the requirements of Education Code 32281. (Education Code 32288.)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), may be developed by County Superintendent administrators in accordance with Education Code 32281. In developing such strategies, County Superintendent administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

Public Access to Safety Plan(s)

The County Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282.) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

Adopted: 08/16/2012

Amended: 11/17/2016

**Legal Reference**

EDUCATION CODE

200-262.4 Prohibition of discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety cadre

32280-32289 School safety plans

32290 Safety devices

35147 School site councils and advisory committees

35183 School dress code; uniforms

35291 Rules

35291.5 School-adopted discipline rules

35294.10-35294.15 School Safety and Violence Prevention Act

48900-48927 Suspension and expulsion

48950 Speech and other communication

49079 Notification to teacher; student act constituting grounds for suspension or expulsion

67381 Violent crime

PENAL CODE

422.55 Definition of hate crime

626.8 Disruptions

11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

CODE OF REGULATIONS, TITLE 5

11987-11987.7 School Community Violence Prevention Program requirements

11992-11993 Definition, persistently dangerous schools

UNITED STATES CODE, TITLE 20

7111-7122 Student Support and Academic Enrichment Grants

7912 Transfers from persistently dangerous schools

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

**Management Resources**

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students against Sex Discrimination, July 2016

Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011

**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION**

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender Non-conforming Students, Policy Brief, April 2014

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Safe Schools: A Planning Guide for Action, 2002

**FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS**

Uniform Crime Reporting Handbook, 2004

**U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

Early Warning, Timely Response: A Guide to Safe Schools, August 1998

**U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2002

**WEB SITES**

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

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

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention>

Federal Bureau of Investigation: <http://www.fbi.gov>

National Alliance for Safe Schools: <http://www.safeschools.org>

National Center for Crisis Management: <http://www.schoolcrisisresponse.com>

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

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

U.S. Secret Service, National Threat Assessment Center:

<https://www.secretservice.gov/protection/ntac/>

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FRESNO COUNTY SUPERINTENDENT OF SCHOOLS**Philosophy, Goals, Objectives & Comprehensive Plans  
COMPREHENSIVE SAFETY PLAN**Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of school crime committed on campus and at school-related functions. (Education Code 32282.)

The assessment may include, but not be limited to, data on reports of school crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following (Education Code 32282):

1. Child abuse reporting procedures consistent with Penal Code 11164.
2. Routine and emergency disaster procedures including, but not limited to:
  - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act.
  - b. An earthquake emergency procedure system in accordance with Education Code 32282.
  - c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations.
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079.
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4.
6. If the school site has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel."
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school.

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8. A safe and orderly school environment conducive to learning.
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5.
10. Procedures to implement when a person interferes with or disrupts a school activity remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff.

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution.
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations.
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence.
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus.
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students.
6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction.
7. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants.
8. Procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime.
9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law

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enforcement presence on campus.

10. Crisis prevention and intervention strategies, which may include the following:
  - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate.
  - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s).
  - c. Assignment of staff members responsible for each identified task and procedure.
  - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan.
  - e. Coordination of communication to schools, administrators, County Superintendent, County Board members, parents/guardians, and the media.
  - f. Development of a method for the reporting of violent incidents.
  - g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling.
11. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.

Adopted: 08/16/2012

Amended: 11/17/2016

## Section 1 Contents

**Current Status of School Crime Committed on Campuses and at School Related Functions**

**(EC32282(a)(1)) .....**

*Current Status of School Crime*



## **Current Status of School Crime**

### Section EC32282(a)(1)

The Fresno County Superintendent of Schools (FCSS) monitors incidents of crime committed on campuses and at school related functions. All incidents of crime are reported to law enforcement and investigated and reported through FCSS internal forms and processes. FCSS administration and school site administration work together to determine appropriate responses to prevent crime.

Additionally, FCSS has formed a Safety Committee which meets quarterly. The Safety Committee reviews incidents that occurred at all campuses to identify trends and recommend actions to reduce crime.

The type of crime occurring at FCSS school sites is predominately property crime such as graffiti or theft. FCSS takes prompt action to remove graffiti and replace any stolen items. At this time, crime committed on campuses and at school related functions is within historical levels.

## Section 2 Contents

### Child Abuse Reporting Procedures (EC32282(a)(2)(A)).....

Superintendent and Board Policy 5141.4 – Child Abuse Prevention and Reporting

Superintendent Administrative Regulation 5141.4 – Child Abuse Prevention and Reporting

Superintendent Policy HR-1305 – Child Abuse Prevention and Mandated Reporter Procedures

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION**Student****CHILD ABUSE PREVENTION AND REPORTING**

The County Superintendent and County Board are committed to supporting the safety and well-being of students in County Superintendent-operated schools and desire to facilitate the prevention of and response to child abuse and neglect. The County Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The County Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The County Superintendent's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The County Superintendent's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

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

Child Abuse Reporting

The County Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the County Superintendent/County Board comprehensive safety plan. (Education Code 32282)

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

Adopted: 06/19/1995

Amended: 12/10/2009, 10/15/2020

## LEGAL REFERENCE

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

Education Code

- 32280-32288 Comprehensive school safety plans
- 33195 Heritage schools, mandated reporters
- 33308.1 Guidelines on procedure for filing child abuse complaints
- 44252 Teacher credentialing
- 44691 Staff development in the detection of child abuse and neglect
- 44807 Duty concerning conduct of students
- 48906 Notification when student released to peace officer
- 48987 Dissemination of reporting guidelines to parents
- 49001 Prohibition of corporal punishment
- 51220.5 Parenting skills education
- 51900.6 Sexual abuse and sexual assault awareness and prevention

Penal Code

- 152.3 Duty to report murder, rape, or lewd or lascivious act
- 273a Willful cruelty or unjustifiable punishment of child; endangering life or health
- 288 Definition of lewd or lascivious act requiring reporting
- 11164-11174.3 Child Abuse and Neglect Reporting Act

Welfare and Institutions Code

- 15630-15637 Dependent adult abuse reporting

Code of Regulations, Title 5

- 4650 Filing complaints with CDE, special education students

United States Code, Title 42

- 11434a McKinney-Vento Homeless Assistance Act; definitions

Court Decisions

- Camreta v. Greene (2011) 131 S.Ct. 2020

**MANAGEMENT RESOURCES**

California Department of Education Publications

- Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve
- Health Framework for California Public Schools, Kindergarten Through Grade Twelve

Websites

- California Attorney General's Office, Suspected Child Abuse Report Form:  
[http://www.ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf)
- California Department of Education, Safe Schools: <http://www.cde.ca.gov/lr/ss/ap>
- California Department of Social Services, Children and Family Services Division:  
<http://www.childsworld.ca.gov>
- U.S. Department of Health and Human Services, Child Welfare Information Gateway:  
<https://www.childwelfare.gov/can>

## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

**Students****CHILD ABUSE PREVENTION AND REPORTING**Definitions

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

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

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors;

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administrators and employees of a licensed child day care facility; Head Start teachers; County Superintendent police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

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

Responsibility for Reporting

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

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

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

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

**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS**

(Penal Code 11166)

Reporting Procedures**1. Initial Telephone Report**

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a County Superintendent police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

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

**2. Written Report**

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

The Department of Justice form may be obtained from the appropriate agency, such as the county probation or welfare department or the police or sheriff's department.

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

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

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

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal

## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Code 11167)

### 3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the lead site administrator, or the County Superintendent or designee. (Penal Code 11166)

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

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

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

#### Training

Within the first six weeks of each school year, the County Superintendent or designee shall provide training on mandated reporting requirements to his/her employees and persons working on his/her behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The County Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

#### Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The County Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)



## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

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

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

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the County Superintendent or designee and/or lead site administrator 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. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the County Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a County Superintendent 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 CCR 4650.

**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS**Notifications

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

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the County Superintendent or designee. (Penal Code 11166.5)

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

The County Superintendent or designee also shall notify all employees that:

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

Adopted: 06/19/1995

Amended: 12/10/2009, 10/15/2020

## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

**Personnel****CHILD ABUSE PREVENTION AND MANDATED REPORTER PROCEDURES**Policy Statement

The County Superintendent is committed to supporting the safety and well-being of students and desires to facilitate the prevention of and response to child abuse and neglect. Employees of the County Superintendent are obligated to know and understand their legal, ethical, and professional obligations pertaining to mandatory child abuse reporting within an educational setting. The following policy implements strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

**QUICK LINK TO FORMS**

Suspected Child Abuse Report: [DOJ form SS Form 8572 and Directions](#)

Report of Suspected Dependent Adult/Elder Abuse: [SOC Form 341 and Directions](#)

Release of Child to Peace Officer: [FCSS Release of Child to Peace Officer Form](#)

Child Abuse Prevention and Mandated Reporter Employee: [Certification/Acknowledgement Form](#)

DEFINITIONS

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

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

**Child abuse or neglect does not include:**

1. A mutual affray between minors. (Penal Code §11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment. (Penal Code §11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code §44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the

## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

- student. (Education Code §49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code §49001)
  6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

**Reasonable Suspicion** means when it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

**Child Protective Agencies** means law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department, and child protective services.

MANDATED REPORTERS AND THEIR RESPONSIBILITIES FOR REPORTING

County office employees who are mandated reporters must report all known or suspected incidents of child abuse or neglect. Mandated reporters shall not investigate any suspected incidents, but rather shall cooperate with agencies responsible for reporting, investigating, and prosecuting cases of child abuse and neglect.

County office employees are mandated reporters as defined by California Penal Code §11165.7, include, but are not limited to:

- A teacher
- A classified employee of a public/charter school
- A licensed nurse or health care provider
- Administrative officers or supervisors of child attendance
- Administrators and employees of a licensed child day care facility
- Administrators, presenters, and counselors of a child abuse prevention program
- An instructional/teacher aide, assistants
- An employee of a county office of education or the State Department of Education whose duties bring the employee into contact with children on a regular basis
- Athletic coaches, administrators, and directors
- Certificated pupil personnel employees

The county office recognizes that students with special needs are especially vulnerable to physical, emotional, or sexual abuse. The mandated reporting procedures established shall address the needs of students with special needs as well as other students.

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

The reporting duties of mandated reporters are individual and cannot be delegated to another person. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected and a single report may be made and signed by the

## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code §11166)

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

REPORTABLE OFFENSES

A mandated reporter shall make a report when, in his/her professional capacity or within the scope of his/her employment, he/she knows or reasonably suspects that a child has been the victim of child abuse or neglect. This report shall occur immediately or as soon as practically possible by telephone. Within **36 hours** of knowing or reasonably suspecting the abuse or neglect, a written report shall be prepared and transmitted to the appropriate agency.

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

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury where the victim is a child under age 14 (Penal Code §152.3) or the child is 15 or younger and the aggressor is ten or more years older than the child (Penal Code §288).

REPORTING PROCEDURES1. Initial Telephone Report

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

When the telephone report is made, the mandated reporter shall provide the following information, if available:

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter;
- b. The child's name and address;
- c. The present location of child;
- d. The names, addresses, and telephone numbers of the child's parent/guardians;
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information;
- f. The name, address, telephone number, or other relevant personal information about the person(s) who might have abused or neglected the child; and
- g. Any other relevant information.

At the conclusion of the telephone report, the mandated reporter should ask for and document the name of the official contacted, the specific date and time, and any instructions or advice received.

## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

## 2. Written Report

**Within 36 hours** of knowing or reasonably suspecting child abuse or neglect, the mandated reporter shall prepare and either mail, hand deliver, fax, or electronically submit to the appropriate agency a written follow-up report on Department of Justice SS Form 8572 (Suspected Child Abuse) or if a dependent adult is the subject of abuse or neglect, on SOC Form 331 (Report of Suspected Dependent Adult/Elder Abuse). (Penal Code §11166, §11168) Forms are available through reporting agencies and are hyperlinked on page one of this SP.

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

- a. The name, business address, and telephone number of the mandated reporter, and the capacity that makes the person a mandated reporter;
- b. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source or sources of that information;
- c. The child's name and address, present location, and, if applicable, school, grade, and class;
- d. The names, addresses, and telephone numbers of the child's parents/guardians; and
- e. The name, address, telephone number, and other relevant information about the person or persons who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or confirmed. The information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating. (Penal Code §11167)

Upon completion of the written report, the mandated reporter is strongly encouraged to make a copy of all documents provided to law enforcement or the appropriate agency, place the copy in a sealed envelope, and forward it to the appropriate cabinet member who will maintain the sealed envelope in a locked file. The envelope shall denote:

- a. The child's last name and first initial;
- b. The last four (4) digits of the child's social security number;
- c. The name and address of the child's school; and
- d. The name and badge number of the CPS/APS social worker or law enforcement officer who received the report.

## 3. Internal Reporting

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

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

The mandated reporter shall not be required to disclose his/her identity to the program manager, immediate supervisor, or designee (Penal Code § 11166). He/she may provide or mail a copy of the written report to the supervisor or designee without his/her signature or name.



## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

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

NOTIFICATIONS

All new employees will be informed of their reporting obligations as mandated reporters and of their confidentiality rights. All employees will be provided with a copy of this policy (SP HR- 1305) and sign the Child Abuse Prevention and Mandated Reporter Employee Certification / Acknowledgement. In addition, employees shall be provided with this procedure annually thereafter.

Employees who work with dependent adults, i.e. students with special needs who are age 18 and older, shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code §§ 15630-15637.

**The Superintendent or designee shall also notify all employees that:**

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report with reckless disregard of the truth or falsity of the report. (Penal Code § 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code § 11166)
3. No employee shall be subject to any sanction by FCSS for making a report. (Penal Code § 11166)

TRAINING

Within the first six weeks of each school year, the County Superintendent or designee shall provide training on mandated reporting requirements to FCSS employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

CONFIDENTIALITY

All reports of child abuse shall be kept confidential to the extent necessary to carry out the legal requirements of mandated reporting.

The identity of the county office employee who reports suspected child abuse shall remain confidential and shall be disclosed only among designated child protective agencies, by court order, or when needed for specified court actions.

All county office employees involved in processing mandated reporting shall endeavor in good faith to protect the privacy of all parties involved. Discussions among county office employees **shall be prohibited** unless necessary to process mandated reporting requirements to the appropriate child protective services agencies.

VICTIM INTERVIEWS

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

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

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

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

PARENT/GUARDIAN COMPLAINTS

Upon request, the County Superintendent or designee shall provide parents/guardians with a copy of this policy. To file a complaint naming a county office 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 alleges that an employee has abused or neglected a child, the employee receiving the information shall provide the parent/guardian with a copy of this policy. The employee is also obligated, pursuant to Penal Code §11166, to file a report as a mandated reporter.

If the child is enrolled in special education, a separate complaint may be filed with the California



## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Department of Education pursuant to 5 CCR 4650.

COMPLAINTS INVOLVING AN FCSS EMPLOYEE

Any employee who has reasonable suspicion that another FCSS employee has committed child abuse must file a report with the appropriate agency identified above under "Reporting Procedures" and must report the suspected conduct to the appropriate supervising FCSS administrator who shall then immediately notify Human Resources. Human Resources shall promptly investigate and the named employee will be provided with all appropriate due process rights.

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 County Superintendent, designee, and/or site administrator **shall not notify the parent/guardian** but shall provide the peace officer with the address and telephone number of the child's parent/guardian. The peace officer or agent have the responsibility to notify the parent/guardian of the situation. (Education Code §48906)

Peace officers shall be asked to sign the FCSS Release of Child to Peace Officer Form for appropriate release and acceptance of responsibility.

ENFORCEMENT

A violation of this policy shall constitute just cause for discipline, up to and including dismissal, and shall be deemed to be a violation of or refusal to obey state law and the policies and regulations of the county office.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

GOVERNMENT AGENCIES

***Call 911 for Police, Ambulance or Fire Emergency***

**Immediately or as soon as practically possible** after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department, sheriff's department, county probation department, or county welfare department.

**Within 36 hours** of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either mail, hand deliver, fax, or electronically submit to the appropriate agency a written follow-up report.

**LOCAL GOVERNMENTAL AGENCIES THAT INVESTIGATE ABUSE REPORTS**

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| <p><b><u>CHILDREN'S PROTECTIVE SERVICES</u></b><br/>(CPS)<br/>Fresno County Department of Social Services<br/>1404 L. Street, Fresno 93721<br/><b>CHILD PROTECTION HOTLINE (559) 255-8320</b><br/><br/>California Child Abuse Hotline<br/>(800) 540-4000<br/><b>24 hours a day, 7 days a week</b></p> | <p><b><u>ADULT PROTECTIVE SERVICES</u></b> (APS)<br/>Fresno County Department of Social Services<br/>2025 E Dakota Ave, Fresno 93726<br/><b>ADULT PROTECTION HOTLINE – (559) 600-3383</b><br/>Fax (800) 418-1426<br/><br/>California Elder Abuse Hotline<br/>(800) 722-0432<br/><b>24 hours a day, 7 days a week</b></p> |
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**FRESNO COUNTY LAW ENFORCEMENT DEPARTMENTS**

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|--|---|---|
| <p><b><u>CLOVIS POLICE</u></b><br/><b>(559) 324-2800</b><br/>1033 5<sup>th</sup> St, Clovis 93612</p>        | <p><b><u>FRESNO CITY POLICE</u></b><br/><b>(559) 621-7000</b><br/>2323 Mariposa St, Fresno 93721</p>    | <p><b><u>PARLIER POLICE</u></b><br/><b>(559) 646-6600</b><br/>8770 S Mendocino Ave, Parlier 93648</p> |
| <p><b><u>COALINGA POLICE</u></b><br/><b>(559) 935-2313</b><br/>270 N 6<sup>th</sup> St, Coalinga 93210</p>   | <p><b><u>HURON POLICE</u></b><br/><b>(559) 945-2046</b><br/>17051 12 St, Huron 93234</p>                | <p><b><u>REEDLEY POLICE</u></b><br/><b>(559) 637-4250</b><br/>843 G St, Reedley 93654</p>             |
| <p><b><u>FIREBAUGH POLICE</u></b><br/><b>(559) 659-3051</b><br/>1575 11<sup>th</sup> St, Firebaugh 93622</p> | <p><b><u>KERMAN POLICE</u></b><br/><b>(559) 846-6633</b><br/>850 S Madera Ave, Kerman 93630</p>         | <p><b><u>SANGER POLICE</u></b><br/><b>(559) 875-8521</b><br/>1700 7<sup>th</sup> St, Sanger 93657</p> |
| <p><b><u>FOWLER POLICE</u></b><br/><b>(559) 834-2112</b><br/>128 S 5<sup>th</sup> St, Fowler 93625</p>       | <p><b><u>KINGSBURG POLICE</u></b><br/><b>(559) 897-4418</b><br/>1300 California St, Kingsburg 93631</p> | <p><b><u>SELMA POLICE</u></b><br/><b>(559) 896-2525</b><br/>1935 E Front St, Selma 93662</p>          |
| <p><b><u>FRESNO COUNTY SHERIFF</u></b><br/><b>(559) 600-3111</b><br/>2200 Fresno St, Fresno 93724</p>        | <p><b><u>ORANGE COVE POLICE</u></b><br/><b>(559) 626-5106</b><br/>550 Center St, Orange Cove 93646</p>  | <p><b>24 hours a day<br/>7 days a week<br/>365 days a year</b></p>                                    |

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

**OTHER SERVICE AGENCIES**

|   |   |
|---|---|
| <p><b><u>ADULT MENTAL HEALTH SERVICES</u></b><br/> <b>FRESNO COUNTY DEPT OF BEHAVIORAL HEALTH</b><br/>                 Outpatient/Intensive Services/Substance Abuse/Et al.<br/> <b>CRISIS (800) 654-3937</b><br/> <b>PHONE (559) 600-9180</b><br/>                 4441 E Kings Canyon, Fresno 93702</p> | <p><b><u>CHILDREN'S MENTAL HEALTH SERVICES</u></b><br/> <b>FRESNO COUNTY DEPT OF BEHAVIORAL HEALTH</b><br/>                 Outpatient/CCAIR/EDT/IOP/Et al.<br/> <b>CRISIS (559) 600-6760</b><br/> <b>RURAL (800) 654-3937</b><br/>                 3133 N Millbrook Ave, Fresno 93703</p>                  |
| <p><b><u>DOMESTIC VIOLENCE SERVICE</u></b><br/> <b>MARJAREE MASON CENTER</b><br/> <b>(800) 640-0333 – 24 hour crisis line</b><br/> <b>FRESNO – (559) 233-4357</b><br/> <b>REEDLEY – (559) 638-0494</b><br/>                 1600 M St, Fresno 93721</p>   | <p><b><u>RAPE COUNSELING SERVICES CARMEN MEZA CENTER</u></b><br/> <b>HOTLINE: (559) 222-7273 24 hour crisis line</b><br/><br/> <b>FRESNO – (559) 497-2900</b><br/>                 259 N Blackstone, Fresno 93701<br/> <b>FIREBAUGH – (559) 659-0232</b><br/>                 838 O St, Firebaugh 93622</p> |
| <p><b><u>CRIME VICTIMS ASSISTANCE CENTER</u></b><br/> <b>(559) 600-2822</b><br/>                 2233 Kern St, Fresno 93721</p>   |   |

Adopted: 05/20/2014

Amended: 09/19/2019

**References**

**Management Resources**

Prohibition of Employee Harassment: Discrimination, Physical, Gender, Psychological and / or Sexual Harassment, SP HR-1316.

Prohibition of Pupil Harassment: Discrimination, Physical, Gender, Psychological and / or Sexual Harassment, SP HR-1317

**Legal References**

Education Code Section 44691 – Staff Development in the Detection of Child Abuse and Neglect  
 Education Code Section 48906 – Notification – Release of Student to Law Enforcement Officer  
 Education Code Section 49001 – Prohibition of Corporal Punishment  
 Child Abuse and Neglect Reporting Act, California Penal Code Sections 11164 – 11174.3

## Section 3 Contents

### Disaster Procedures (EC32282(a)(2)(B)) .....

SOP #1314 – Notice to Employees of Disaster Worker Status and Procedure for Administering Oath  
Steps to Earthquake Safety

Earthquake Preparedness Guide for People with Disabilities and Other Access or Functional Needs

Documents Pertaining to This Section That are Located in the Appendices:

*SOP #813 – Emergency Procedures*

*Site Phone Directory*

*School Site Map(s)*

*Standardized Emergency Management System (SEMS) Implementation*

*Incident Action Plan Template*

*Safe School Leadership Team*

*Reunification Plan*

*Plan Exercise Checklist*

**FRESNO COUNTY OFFICE OF EDUCATION  
NOTICE TO EMPLOYEES OF DISASTER WORKER STATUS  
AND PROCEDURE FOR ADMINISTERING OATH  
STANDARD OPERATING PROCEDURE #1314**

Effective: October 24, 2014

Initiated by: Laurie Gabriel

Approved by: Jim A. Yovino

The Fresno County Superintendent of Schools has established the following procedure for notifying all Fresno County Office of Education (FCOE) employees of their status as state disaster workers, and for administering the required oath of allegiance to all employees. FCOE is a government entity supported by public funds and its employees are therefore subject to the California Constitution, Government and Education Code laws identifying them as state disaster workers. In the rare event of a state disaster, the State may call upon FCOE to assist in handling a state crisis. This policy shall be a part of the **New Employee Orientation** and the **Annual Employee Notifications** packets provided to all FCOE employees, hard copy or electronically, on an annual basis.

**QUICK LINKS**

[Oath or Affirmation of Allegiance](#)

Upon employment by FCOE, employees shall be notified by the Human Resources Department of California Government Code Section 3100, which states:

"It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law."

The Superintendent delegates his/her powers under Education Code Section 60 to the Human Resources Administrator/Designee to ensure that all FCOE employees, prior to providing service, shall take or subscribe to the following oath:

*"I do solemnly swear (or affirm) that I will support the Constitution of the United States of America, the Constitution of the State of California, and the laws of the United States and the State of California."*

The oath shall be effective for the purposes of disaster worker status for all successive periods of employment which shall commence from the date of taking or subscribing to the oath. In the case an employee who provides service to FCOE, and is a member of an emergency organization sanctioned by a state agency or an accredited disaster council duly enrolled or registered with the California Emergency Management Agency or any accredited disaster council of any political subdivision, the oath shall be effective for the period the person remains a member with that organization.

Human Resources shall maintain a copy of the Oath or Affirmation of Allegiance in the employee's personnel file, and shall maintain a list of all current employees who may be called upon should a disaster be declared and they be called upon to perform disaster service.

## Steps to Earthquake Safety

### PREPARE

**1. *Identify earthquake hazards at your school and classroom/office:***

Any items that are heavy enough to hurt someone if they fall, or anything that will be a significant loss if broken should be secured. Move heavy objects to lower locations, and secure top heavy furniture to walls.

**2. *Create a site-specific disaster plan:***

Your site should have a plan for what each person at your school should do before, during, and after an earthquake. There should be a designated meeting place and a downtown office contact. Everyone should be made aware of where the emergency first responder kits are located at your site. Plan how to deal with the risk of fire, potential lack of utilities and basic services, and aftershocks. Identify people with functional or mobility needs, and designate a list of people who can provide assistance.

### PROTECT

**3. *During earthquakes – Drop, cover and hold on:***

Drop to the floor, take cover under a sturdy desk or table, and hold on to it firmly. If no table is nearby, drop to the floor near an interior wall and cover your head and neck with your arms and hands. Face away from windows or mirrors. Do not leave a building during an earthquake. If you use a wheelchair or have mobility impairments, refer to the Earthquake Preparedness Guide for People with Disabilities and Other Access or Functional Needs for more ways to protect yourself during an earthquake. Learn more at [www.dropcoverholdon.org](http://www.dropcoverholdon.org) including what to do in different situations. Everyone can practice what to do during earthquakes by participating in the Great California ShakeOut ([www.ShakeOut.org](http://www.ShakeOut.org)).

### RECOVER

**4. *After earthquakes – Check for injuries and damage:***

The most important thing is to remain calm and ensure your own safety first. If you are in a safe area, help others and check for damage. Everyone should be made aware of any fires, gas leaks, electrical dangers, and chemical spills. Aftershocks may cause additional damage so be ready to drop, cover, and hold on.

**5. *When safe, continue to follow your site's disaster plan:***

When everyone's safety is assured, continue to follow your site's disaster plan. Listen to a portable radio for news, and relay important information to your downtown office contact.

For drill manuals and additional information about earthquake safety, please visit [www.ShakeOut.org](http://www.ShakeOut.org) or scan the QR code with any mobile device.



## Think about What May Happen During and After an Earthquake or other Disaster:

Consider your daily activities. Think about how a disaster will impact your life. Take into consideration what you do independently and where you may need assistance. Keep in mind that your regular sources of assistance may not be available after a disaster. Plan now for how you will meet your needs.

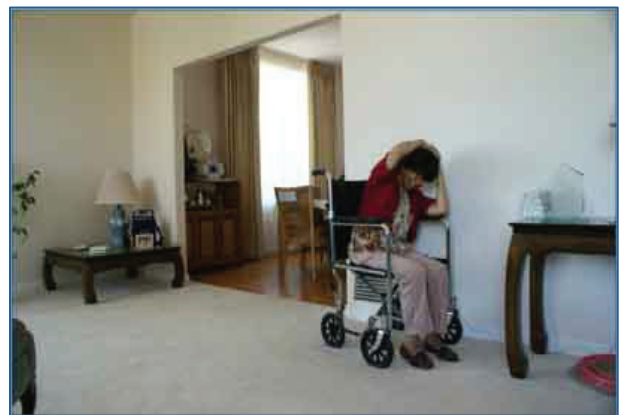
- What if power, gas, and phone lines are not working?
- What if roads and sidewalks are impassible or your means of transportation is unavailable?
- How will you maintain supplies of water, food, medications, and other critical needs?
  - *Right now:* Make a list of equipment and medication you may need if you had to leave your home. Store extras, labeled with your name and contact information, in your disaster supplies kit. (See Step 3, below)

This guide follows the **Seven Steps to Earthquake Safety**, featured in the *Putting Down Roots in Earthquake Country* series of publications at [www.earthquakecountry.org/roots](http://www.earthquakecountry.org/roots) and online at [www.earthquakecountry.org/sevensteps](http://www.earthquakecountry.org/sevensteps). The content has been specially adapted for people with disabilities and other access and functional needs.

## STEP 1 – Secure Your Space by identifying hazards and securing moveable items:

When you enter a room, look for safe places to Drop, Cover, and Hold On (see Step 5).

- Safe spaces are places where heavy or falling objects and breaking glass will not injure you, such as under tables or desks and along inside walls.
- The more limitations you have, the more important it is to create safe spaces for yourself - especially if you cannot Drop, Cover, and Hold On under a desk or table.
- Create safe spaces by bolting heavy furniture to wall studs, moving heavy items to low shelves, securing hanging art to walls with closed hooks, or taking other measures found at [www.earthquakecountry.org/step1](http://www.earthquakecountry.org/step1)
- Secure essential equipment such as oxygen tanks or other life support devices, so they will not fall, sustain damage or cause injury.
- When you are in public places, be aware of your surroundings and identify your safe spaces.





## **STEP 2 – Plan to Be Safe by creating a disaster plan and deciding how you will communicate in an emergency.**

Include your family and Personal Support Team (PST) when creating, reviewing, and practicing your plans:

- Develop your Personal Support Team (PST) at home, work, and every place where you spend a lot of time.
  - A PST is made up of at least three people who are within walking distance and can assist you immediately, such as family, neighbors and co-workers.
  - Team members will need to know how to enter your home to check on you in case you are injured or cannot answer the door.
  - Make sure your team knows your schedule, how best to assist you, how to operate any necessary equipment, and inform them when you go out of town.
- Label all your adaptive equipment with your current contact information.
- Identify an out of area contact. Preferably someone who lives out of state and is willing to be your main point of contact for family and friends on your status. Make sure your PST has your contact's information.
- Have an evacuation plan – identify a meeting place just outside your home where you can make sure everyone has gotten out safely. Identify a second meeting place outside of your neighborhood in case you cannot return home. Share this information with your PST and family members.
- If you are near a beach, large lake or in a tsunami evacuation zone, learn what to do at [www.tsunamizone.org](http://www.tsunamizone.org).
- Make a care plan for your pets as they most likely will not be allowed in shelters. Only service animals are allowed in shelters. Check with your local animal control or SPCA about pet sheltering in a disaster.
- More recommendations for how to Plan to be Safe are at [www.earthquakecountry.org/step2](http://www.earthquakecountry.org/step2).





### **STEP 3 – Organize Disaster Supplies in convenient locations**

Create a kit specific to your needs. Include the following:

- Food (consider your specific dietary needs)
- Water
- Medications (both prescription and over-the-counter medications) and medical supplies
- Medical information and medication list
- Copy of prescriptions
- Emergency contact information
- Communication supplies
- Flashlight with extra batteries
- Supplies for your specific needs
  - Examples: Hearing aid batteries, eye glasses, walking stick, oxygen or nebulizer supplies, blood glucose tester, special equipment or hygiene and catheter supplies, feeding equipment, and VNS magnet
- Radio with extra batteries. Consider getting a NOAA weather radio too
- Cash
- Set of clothes, appropriate for the season
- Heavy gloves (suitable to clean debris and chemicals)
- Hygiene Supplies
- First Aid Kit
- Face mask to protect from dust and debris
- Copy of photo ID/driver's license and utility bill
  - For identification and proof of address (may be needed if you must go to a shelter, re-enter an evacuation area or apply for disaster assistance)
- Attach a Go Bag to your bedpost or bed frame with flashlight, batteries, sturdy close-toed shoes, heavy gloves, a whistle or noise maker, and an emergency information list.



Service animal/pet owners need to make a kit containing supplies for these animals. For more information about pet/service animal preparedness see <http://www.ccadt.org/emergency-kits-for-household-pets.html>

Learn more about Organizing Disaster Supplies at [www.earthquakecountry.org/step3](http://www.earthquakecountry.org/step3).

### **STEP 4 – Minimize Financial Hardship by organizing important documents, strengthening your property, and considering insurance.**

Learn how to Minimize Financial Hardship at [www.earthquakecountry.org/step4](http://www.earthquakecountry.org/step4).

## STEP 5 – Drop, Cover, and Hold On when the ground shakes

### Practice what to do:

- Participate in a *Great ShakeOut Earthquake Drill* in your region ([www.shakeout.org](http://www.shakeout.org)) and encourage others, including your personal support team, to participate with you!
- Put your plan into action during your drills. Include family members, personal support team members, and caregivers.
- Challenges identified during your drill will provide the opportunity to revise your plan to better accommodate your needs.



### What to do During an Earthquake:

Protect yourself in the safest place possible near where you are. The greater your limitations the more critical it is to create safe spaces for yourself.

Do NOT try to exit a building during an earthquake. You are more likely to be injured when you attempt to exit structures during the shaking.

**Drop** under a sturdy piece of furniture or against an inside wall. Take **Cover** under a desk or table if possible and protect your head and neck with one arm/hand. **Hold On** to a desk or furniture leg to keep it from shifting or uncovering you until the shaking completely stops. Learn more at [www.earthquakecountry.org/step5](http://www.earthquakecountry.org/step5).

### If it is difficult to Drop, Cover, and Hold On:

- If you are in a wheelchair, recliner or bed, **stay put** and do not try to transfer during the shaking. Cover your head and neck with your arms or a pillow until the shaking stops.
- People who use wheelchairs: lock your wheels and cover your head and neck until the shaking stops. The force of the earthquake may knock you to the ground.
- The shaking motion may increase difficulties moving around for those with mobility or balance issues.
- If you have difficulty getting back up after dropping under a desk or table, get as low as possible and move away from windows or other items that can fall on you.
- If it helps, count out loud until the shaking stops. Hearing your voice can ground you, help reassure others you are okay and keep them calm and focused.



## **STEP 6 – Improve Safety after earthquakes by evacuating if necessary, helping the injured, and preventing further injuries or damage.**

Once the shaking stops:

- Check yourself for injury, paying extra attention to areas where you have reduced sensations.
- A tsunami may be possible for coastal regions that experience shaking for more than 20 seconds. In those instances you should move inland to a nearby hill or to a higher floor of a large building. Do not wait for an official warning.
- Be prepared for aftershocks. Stay close to and aware of the safe spaces in your environment.
- Look around for hazards such as broken glass and objects in your way.
- Furniture may have shifted and sound cues may not be available to individuals with visual disabilities.
- Evacuate only if necessary, otherwise stay where you are.
- If the authorities advise an evacuation for your area, follow their directions immediately.
- Learn more about how to Improve Safety at [www.earthquakecountry.org/step6](http://www.earthquakecountry.org/step6).



## **STEP 7 – Reconnect and Restore: Restore daily life by reconnecting with others, repairing damage, and rebuilding community**

- Follow your disaster plan.
- Notify your out of area contact of your status, then keep phone lines clear. Text messaging may be more reliable than phone calls.
- Expect aftershocks and remain aware of your surroundings. The aftershocks may change conditions or create new hazards; continue to be prepared to protect yourself.
- Repair or replace damaged items as needed.
- After any disaster, review and revise your disaster plan. Apply any lessons learned.
- Learn more about how to Reconnect and Restore at [www.earthquakecountry.org/step7](http://www.earthquakecountry.org/step7).

### **Considerations for refrigerated medications:**

- When there is a loss of power, keep medications in the refrigerator until it becomes warm, at which point they can be moved it to the freezer. When the freezer becomes too warm, transfer medication to a small, insulated container and use chemical cold packs to keep cool.
- Ask your doctor or pharmacist how long your medications can be unrefrigerated.
- If you evacuate to a shelter, tell shelter staff that you have refrigerated medications.



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## Disability-Specific Tips:

### People with Developmental/Cognitive/Intellectual Disabilities:

- Have a written or visual checklist with short, easy steps.
- Include communication tools in your kit that you know how to use. People who are nonverbal can include pictures, written phrases, or Kwik Points for easier communication.
- Store extra batteries for portable communication devices.
- Practice Drop, Cover, and Hold On and your plan. Regular practice will help you to remember what to do and to remain calmer when a disaster occurs.
- Practice telling care assistants and responders how to communicate with you, such as using simple, short, and clear language for instructions.



### People who are Deaf or Hard of Hearing:

- Have more than one method to receive warnings and evacuation information.
- Store extra batteries in your disaster kits for hearing or communication devices.
- Keep pen and paper in your kits for receiving and communicating information.
- Prior to an earthquake, identify and test multiple ways to receive warnings and evacuation information. Ask a PST member to keep you up to date on emergency information as it is released.

### People who are Blind or Visually Impaired:

- Earthquakes can cause items to fall and furniture to shift making navigating the room more difficult.
- Sound clues may not be available.
- While evacuating move slowly and check for obstacles in the way. Shuffling your feet when there is a lot of debris on the ground will reduce your likelihood of falling.
- Store extra canes, batteries and supplies for your communication devices.
- Label emergency supplies using large print, fluorescent tape, Braille, or other preferred methods.

### **For Service Animals:**

- Keep license and ID tags on service animals at all times.
- Keep copies of any service animal certification or documentation including immunization records, medications, and veterinarian's contact information in your service animal's disaster kit.
- Store extra animal food, water, and feeding bowls.
- Keep an extra harness and/or leash with your disaster supplies.
- Your service animal may be frightened or injured and may not be able to work after the earthquake. There is increased risk of injury to their paws from broken glass or debris on the ground.
- Be prepared to use alternate equipment if your animal cannot provide its normal services.
- Arrange for your PST to check on you and your animal.
- Service animals are allowed in shelters, pets are not. Be prepared to explain what services your animal performs for you.



### **HIGHLIGHTS FROM THESE TIPS:**

- ✓ Create safe spaces for yourself.
- ✓ Develop your Personal Support Team (PST) and include them in all phases of your planning.
- ✓ Help members of your PST develop their individual and family plans.
- ✓ Make disaster supply kits for your home, car, and office and for your service animal.
- ✓ Practice Drop, Cover, and Hold On and your disaster plan.
- ✓ Advocate for yourself! Make sure you are included in practice drills at home, work and in your community.
- ✓ Volunteer with your local Community Emergency Response Team (CERT) or other community-based emergency response organization.
- ✓ Update your plan, contacts, and supplies at least annually so they are current.

## **Additional Resources for People with Disabilities and Other Access & Functional Needs:**

Federal Emergency Management Agency (FEMA)  
[www.ready.gov/individuals-access-functional-needs](http://www.ready.gov/individuals-access-functional-needs)

Earthquake Country Alliance/ShakeOut  
[www.earthquakecountry.org/disability](http://www.earthquakecountry.org/disability)

Centers for Disease Control and Prevention (CDC)  
[www.cdc.gov/Features/EmergencyPreparedness](http://www.cdc.gov/Features/EmergencyPreparedness)

Preparing Together – Salvation Army  
<http://preparingtogether.org/>

EPI Global – inclusive emergency management practices and resources  
[www.epiglobal.org](http://www.epiglobal.org)

Disaster resources for people with disabilities and others with access & functional needs  
[www.JIK.com/disaster.html](http://www.JIK.com/disaster.html)

CA Emergency Management Agency, Office of Access & Functional Needs (OAFN)  
[www.calema.ca.gov/ChiefofStaff/Pages/Access-and-Functional-Needs.aspx](http://www.calema.ca.gov/ChiefofStaff/Pages/Access-and-Functional-Needs.aspx)

Preparedness for Pets and Service Animals  
[www.ccad.t.org/disaster-preparedness.html](http://www.ccad.t.org/disaster-preparedness.html)



## Section 4 Contents

Expulsion Procedures (EC32282(a)(2)(C)) .....

Superintendent and Board Policy 5144.1 – Suspension and Expulsion/Due Process



FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION**Students****SUSPENSION AND EXPULSION/DUE PROCESS**

The County Superintendent and County Board desire to provide students of County Superintendent/County Board schools access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The County Superintendent or designee shall develop rules and regulations setting the standards of behavior expected of County Superintendent/County Board students and the disciplinary processes and procedures for addressing violations of those standards, including suspension, expulsion and return of students to their district(s) of residence.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the applicable administrative regulation(s).

County Superintendent staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with County Superintendent/County Board nondiscrimination policies.

Appropriate Use of Suspension Authority

Except as otherwise allowed under the law, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

Authority to Expel

Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to the student or others.

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

Due Process

Students shall be afforded their due process rights under the law. The County Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)



FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATIONExpulsion Process and District of Residence

The County Superintendent or designee shall cooperate with the student's district of residence to address student behavior that involves expulsion violations committed while student was attending a County Superintendent/County Board school. Once the County Superintendent or designee refers a student back to the student's district of residence for expulsion violations, it is the district of residence's responsibility to ensure the student is afforded due process rights through the district of residence's expulsion process.

Maintenance and Monitoring of Outcome Data

At the end of each school year, the County Superintendent or designee shall complete a report regarding the use of suspension and/or expulsion in County Superintendent/County Board schools. The report shall include, but is not limited to, data and information which is required by law. Based on the data, the County Superintendent or designee shall address any identified disparities in the imposition of student discipline and shall determine whether and how the County Superintendent and County Board are meeting the goals for improving school climate as specified in the applicable local control and accountability plan.

Adopted: 04/16/1998, 03/21/2013

Amended: 10/15/2020

## LEGAL REFERENCE

Education Code

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

8239.1 Prohibition against expulsion of preschool student

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

64000-64001 Consolidated application

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

Civil Code

47 Privileged communication  
48.8 Defamation liability

Code of Civil Procedure

1985-1997 Subpoenas; means of production

Government Code

11455.20 Contempt  
54950-54963 Ralph M. Brown Act

Health and Safety Code

11014.5 Drug paraphernalia  
11053-11058 Standards and schedules

Labor Code

230.7 Employee time off to appear in school on behalf of a child

Penal Code

31 Principal of a crime, defined  
240 Assault defined  
241.2 Assault fines  
242 Battery defined  
243.2 Battery on school property  
243.4 Sexual battery  
245 Assault with deadly weapon  
245.6 Hazing  
261 Rape defined  
266c Unlawful sexual intercourse  
286 Sodomy defined  
288 Lewd or lascivious acts with child under age 14  
288a Oral copulation  
289 Penetration of genital or anal openings  
417.27 Laser pointers  
422.55 Hate crime defined  
422.6 Interference with exercise of civil rights  
422.7 Aggravating factors for punishment  
422.75 Enhanced penalties for hate crimes  
626.2 Entry upon campus after written notice of suspension or dismissal without permission  
626.9 Gun-Free School Zone Act of 1995  
626.10 Dirks, daggers, knives, razors, or stun guns  
868.5 Supporting person; attendance during testimony of witness

Welfare and Institutions Code

729.6 Counseling

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

United States Code, Title 18

921 Definitions, firearm

United States Code, Title 20

1415(K) Placement in alternative educational setting

7961 Gun-free schools

United States Code, Title 42

11432-11435 Education of homeless children and youths

Court Decisions

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

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

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

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118

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

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

Attorney General Opinions

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

80 Ops.Cal.Atty.Gen. 348 (1997)

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

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

MANAGEMENT RESOURCES

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

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

Websites

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

California Attorney General's Office: <http://www.oag.ca.gov>

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

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

<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Healthy Students:

<http://www2.ed.gov/about/offices/list/oese/oshs>

## Section 5 Contents

Procedures to Notify Teachers of Dangerous Pupil (EC32282(a)(2)(D)) .....

SOP #3002 – “Dangerous Student” Reporting Procedure

**FRESNO COUNTY OFFICE OF EDUCATION  
LEGAL SERVICES DEPARTMENT SOP # 3002**

**“DANGEROUS STUDENT” REPORTING PROCEDURE**

Effective: March 15, 2014

Initiated by: Linda Bacon, General Counsel

Approved by: Dr. Kathryn Catania, Deputy Superintendent

Mandated Reporting of Certain Student Behavior

California Education Code Section 49079 and Welfare and Institutions Code Section 827(b) mandate that confidential information about certain student misbehavior be communicated to teachers. The purpose in disseminating this information is the teacher’s right to self-protection and his/her responsibility to protect others.

The Fresno County Superintendent of Schools has, therefore, set forth these procedures about how to report, maintain, and disseminate confidential information about certain student behavior, and penalties for failure to report and breach of confidentiality.

Reporting under the Education Code

Pursuant to Education Code § 49079, the Superintendent or designee 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 Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7, except for subsection (h) of 48900 (see, Attachment A for code sections). These are acts that resulted in a suspension or expulsion or other formal school action, or resulted in the Fresno County Office of Education (“FCOE”) receiving notice of the act from a court of law.

FCOE shall notify staff during the school year the incident occurred, and for three years after if the student is enrolled in an FCOE program. Site administrators shall ensure records and hardcopies of the notifications are shred after the three year period.

The Superintendent or designee shall provide the information to the teacher based upon any records that the FCOE maintains in its ordinary course of business or receives from a law enforcement agency or court regarding a pupil described in this section.

The Superintendent or FCOE 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 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.

A school officer or employee 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 Education Code § 49079(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.

Any information received by a teacher pursuant to this regulation shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. The information is not part of the student’s cumulative records and must be maintained at the student’s school of attendance.

Information Received from the Court under Welfare and Institutions Code

Section 827(b) of the California Welfare and Institutions Code (“WIC”) mandates that the juvenile court submit written notice to the district of attendance whenever a minor, who is enrolled in any of grades K through 12, has been found by the court to have committed any of certain specified misdemeanor and felony offenses, e.g., curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, assault, battery, larceny, vandalism, graffiti, and Penal Code § 290 sex offenses.

Any information received under this law shall be received in confidence for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be further disseminated by the teacher, counselor, or administrator, except insofar as communication with the student, his/her parents or guardians, law enforcement personnel, or the juvenile's probation officer, is necessary to effectuate the juvenile's rehabilitation or to protect students and staff. Pursuant to WIC § 827(b)(2), an employee is guilty of a misdemeanor for any intentional violation of confidentiality provisions.

Notices from the court shall be confidential, maintained at the school of attendance in a separate confidential file, and shall be transferred to the student's subsequent school(s) of attendance. These records are to be maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18 years, whichever occurs first. After that time, all hardcopy information must be purged. At any time after the date by which a record required to be destroyed should have been destroyed, the student or his or her parent or guardian has the right to make a written request to the site administrator, that the student's school records be reviewed to ensure that the record has been destroyed. Upon completion of any requested review and no later than 30 days after the request for the review is received, the site administrator shall respond in writing to the written request and either shall confirm that the record has been destroyed or, if the record has not been destroyed, shall explain why destruction has not yet occurred. The site administrator must also contact the student's court liaison to ensure they have also purged the WIC records.

The information furnished by the Juvenile Court is expeditiously transmitted to the site administrator at the school of attendance who shall then disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the student and to any teacher or administrator directly supervising or reporting on the behavior or progress of the student whom the site administrator believes needs the information to work with the student in an appropriate fashion or to protect students or staff.

If the student is removed from public school as a result of the court's finding, the superintendent or his/her designee should maintain the information and should defer transmittal of the information until the student is returned to public school. If the student is returned to a different district, the parole or probation officer having jurisdiction over the student shall notify the superintendent of the last district of attendance. The superintendent of the last district of attendance is responsible for transmitting the notice received from the court to the superintendent of the new district of attendance. Student records must be transferred within five days.

Site administrators may notify staff by email of their need to review a confidential file in the office, but should not disseminate the actual notice electronically.

The County Superintendent shall provide the presiding judge of the juvenile court with a listing of all schools within each school district under his/her jurisdiction, along with the name and mailing address of each district superintendent. (Welfare & Institutions Code section 827(e))

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## Attachment A

### § 48900. Grounds for Suspension or Expulsion

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an 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.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or 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 section does not prohibit use or possession by a pupil of his or her own prescription products. **(This is not a mandated reportable act.)**
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) 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.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "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.
- (n) 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.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a 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.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following: (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property. (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health. (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance. (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following: (i) A message, text, sound, or image. (ii) A post on a social network Internet Web site including, but not limited to: (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1). (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated. (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil



other than the pupil who created the false profile. (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur 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; or (4) During, or while going to or coming from, a school sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, 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 subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

**§ 48900.2. Additional grounds for suspension or expulsion; sexual harassment**

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

**§ 48900.3. Hate violence**

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

**§ 48900.4. Additional grounds for suspension or expulsion; harassment, threats, or intimidation**

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

**§ 48900.7. Additional grounds for suspension or expulsion; terroristic threats against school officials, school property, or both**

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic 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 safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

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## NOTIFICATION OF CERTAIN STUDENT BEHAVIOR

Legal Services SOP # 3002 Attachment B

[DO NOT DISSEMINATE ELECTRONICALLY]

**To:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**From:** \_\_\_\_\_

**Date of Incident:** \_\_\_\_\_

You are being notified that \_\_\_\_\_ / \_\_\_\_\_ (name of student/DOB) is enrolled in your class and has been found to have committed the act(s)/offense(s) identified below by a school district or a court of law. (See, FCOE Legal Services SOP # 3002 for additional information.)

| Column 1<br>Notice under Welfare & Institutions Code § 827(b)  | Column 2<br>Notice under Education Code § 49079  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Assault (Pen. Code § 240)</li> <li><input type="checkbox"/> Assault with a deadly weapon (Pen. Code § 245(a))</li> <li><input type="checkbox"/> Battery (Pen. Code § 242)</li> <li><input type="checkbox"/> Burglary (Pen. Code § 459)</li> <li><input type="checkbox"/> Consumption of alcohol by minor (Bus. &amp; Prof. Code § 25658)</li> <li><input type="checkbox"/> Driving under the influence (Veh. Code § 23152)</li> <li><input type="checkbox"/> Gambling (Pen. Code § 337a)</li> <li><input type="checkbox"/> Graffiti on government property (Pen. Code § 640.5)</li> <li><input type="checkbox"/> Grand theft (Pen. Code § 487)</li> <li><input type="checkbox"/> Lewd act on a child (Pen. Code § 288)</li> <li><input type="checkbox"/> Petty theft (Pen. Code § 488)</li> <li><input type="checkbox"/> Possession of alcohol (Bus. &amp; Prof. Code § 25662)</li> <li><input type="checkbox"/> Possession of concealable firearm by a minor (Pen. Code § 120101)</li> <li><input type="checkbox"/> Possession of a controlled substance (Health &amp; Safety Code § 11357)</li> <li><input type="checkbox"/> Possession of a controlled substance for sale (Health &amp; Safety Code § 11359)</li> <li><input type="checkbox"/> Possession of tobacco products (Pen. Code § 308(b))</li> <li><input type="checkbox"/> Possession of weapon on school grounds (Pen. Code § 626.10)</li> <li><input type="checkbox"/> Possession of unlawful weapon (Pen. Code § 12020)</li> <li><input type="checkbox"/> Robbery (Pen. Code § 211)</li> <li><input type="checkbox"/> Rape (Pen. Code § 261)</li> <li><input type="checkbox"/> Unlawful sexual intercourse (Pen. Code § 261.5)</li> <li><input type="checkbox"/> Other:</li> </ul> | <p><u>Ed. Code § 48900</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person</li> <li><input type="checkbox"/> (a)(2) Willfully used force or violence upon the person of another, except in self-defense</li> <li><input type="checkbox"/> (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object</li> <li><input type="checkbox"/> (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance</li> <li><input type="checkbox"/> (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant</li> <li><input type="checkbox"/> (e) Committed or attempted to commit robbery or extortion</li> <li><input type="checkbox"/> (f) Caused or attempted to cause damage to school property or private property</li> <li><input type="checkbox"/> (g) Stole or attempted to steal school property or private property</li> <li><input type="checkbox"/> (i) Committed an obscene act or engaged in habitual profanity or vulgarity</li> <li><input type="checkbox"/> (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia</li> <li><input type="checkbox"/> (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel</li> <li><input type="checkbox"/> (l) Knowingly received stolen school property or private property</li> <li><input type="checkbox"/> (m) Possessed an imitation firearm</li> <li><input type="checkbox"/> (n) Committed or attempted to commit a sexual assault or committed a sexual battery</li> <li><input type="checkbox"/> (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding</li> <li><input type="checkbox"/> (p) Offered, arranged to sell, negotiated to sell, or sold Soma</li> <li><input type="checkbox"/> (q) Engaged in, or attempted to engage in, hazing</li> <li><input type="checkbox"/> (r) Engaged in an act of bullying</li> <li><input type="checkbox"/> (t) Aided or abetted</li> <li><input type="checkbox"/> Ed. Code § 48900.2 Committed sexual harassment</li> <li><input type="checkbox"/> Ed. Code § 48900.3 Committed an act of hate violence</li> <li><input type="checkbox"/> Ed. Code § 48900.4 Harassed, threatened, or intimidated school personnel or pupils</li> <li><input type="checkbox"/> Ed. Code § 48900.7 Made terroristic threats against school officials, school property, or both</li> </ul> |

**UNLAWFUL DISSEMINATION OF THIS INFORMATION IS A MISDEMEANOR**

This information is to be kept in a separate confidential file. Records provided under the Welfare & Institutions Code (column 1) must be destroyed upon the student graduating from high school, reaching the age of 18, or being released from the court's jurisdiction; records provided under the Education Code (column 2) must be destroyed at the end of the third year following the year of the incident.

## Section 6 Contents

### Discrimination and Harassment Policy (EC32282(a)(2)(E)) .....

Superintendent and Board Policy 0410 – Non-Discrimination in County Superintendent and County Board Programs and Activities

Superintendent and Board Policy 5145.3 – Nondiscrimination/Harassment

Superintendent and Board Policy 5145.7 – Sexual Harassment

Superintendent Policy HR-1316 – Prohibition of Employee Discrimination, Harassment and Retaliation

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

**Philosophy, Goals, Objectives and Comprehensive Plans**  
**NON-DISCRIMINATION IN COUNTY SUPERINTENDENT AND COUNTY BOARD**  
**PROGRAMS AND ACTIVITIES**

The County Superintendent and County Board are committed to providing equal opportunity for all individuals in education. County Superintendent and County Board programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the County Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the County Superintendent and County Board's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups.

The County Superintendent's and County Board's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

County Superintendent and County Board programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations.

The County Superintendent or designee shall ensure that appropriate auxiliary aids and services are provided when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a County Superintendent or County Board service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note-takers, written materials, taped text, and Braille or large print materials.

Individuals with disabilities shall notify the County Superintendent or school site administrator if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the County Superintendent or County Board sponsored function, program, or meeting.

Adopted: 06/21/2012

Amended: 11/17/2016

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

**Legal Reference**

EDUCATION CODE

200-262.4 Prohibition of discrimination  
48985 Notices to parents in language other than English  
51007 Legislative intent: state policy

GOVERNMENT CODE

11000 Definitions  
11135 Nondiscrimination in programs or activities funded by state  
11138 Rules and regulations  
12900 -12996 Fair Employment and Housing Act  
54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime  
422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act  
1681-1688 Discrimination based on sex or blindness, Title IX  
2301-2415 Carl D. Perkins Vocational and Applied Technology Act  
6311 State plans  
6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended  
2000h-2000h-6 Title IX  
12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act  
36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI  
104.1-104.39 Section 504 of the Rehabilitation Act of 1973  
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:  
106.9 Dissemination of policy

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

**Management Resources**

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014  
Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013  
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, January 1999  
Protecting Students from Harassment and Hate Crime, January 1999  
Nondiscrimination in Employment Practices in Education, August 1991

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

2010 ADA Standards for Accessible Design, September 2010

WEB SITES

CSBA: <http://www.csba.org>  
California Department of Education: <http://www.cde.ca.gov>  
California Safe Schools Coalition: <http://www.casafeschools.org>  
Pacific ADA Center: <http://www.adapacific.org>  
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>  
U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act:  
<http://www.ada.gov>

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION**Students****NONDISCRIMINATION/HARASSMENT**

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a County Superintendent-operated school or program, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The County Superintendent and County Board desire to provide a safe school environment that allows all students equal access to and opportunities in the County Superintendent's academic, extracurricular, and other educational support programs, services, and activities. The County Superintendent and County Board prohibit, at any County Superintendent-operated school, program or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The County Superintendent and County Board also prohibit any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The County Superintendent or designee shall facilitate students' access to the educational program by publicizing the County Superintendent's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the County Superintendent or designee shall post the FCSS' policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the County Superintendent's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION**

The County Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The County Superintendent or designee shall regularly review the implementation of the nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the County Superintendent's educational programs.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, County Superintendent and County Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

**Record-Keeping**

The County Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the County Superintendent to monitor, address, and prevent repetitive prohibited behavior in County Superintendent-operated schools and programs.

Adopted: 03/21/2013

Amended: 10/15/2020

**LEGAL REFERENCE****Education Code**

200-262.4 Prohibition of discrimination  
48900.3 Suspension or expulsion for act of hate violence  
48900.4 Suspension or expulsion for threats or harassment  
48904 Liability of parent/guardian for willful student misconduct  
48907 Student exercise of free expression  
48950 Freedom of speech  
48985 Translation of notices  
49020-49023 Athletic programs  
49060-49079 Student records  
51500 Prohibited instruction or activity  
51501 Prohibited means of instruction  
60044 Prohibited instructional materials

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

Civil Code

1714.1 Liability of parents/guardians for willful misconduct of minor

Government Code

11135 Nondiscrimination in programs or activities funded by state

Penal Code

422.55 Definition of hate crime

422.6 Crimes, harassment

Code of Regulations, Title 5

432 Student record

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

United States Code, Title 20

1681-1688 Title IX of the Education Amendments of 1972

United States Code, Title 29

794 Section 504 of Rehabilitation Act of 1973

United States Code, Title 42

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

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

12101-12213 Title II equal opportunity for individuals with disabilities

Code of Federal Regulations, Title 28

35.107 Nondiscrimination on basis of disability; complaints

Code of Federal Regulations, Title 34

99.31 Disclosure of personally identifiable information

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

104.7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Prohibition of discrimination based on age

Court Decisions

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

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



**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION****MANAGEMENT RESOURCES**CSBA Publications

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017

California Office of the Attorney General Publications

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

First Amendment Center Publications

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

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

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

U.S. Department of Health and Human Services Publications

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003

Websites

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

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

California Office of the Attorney General: <http://oag.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

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

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

Students

**SEXUAL HARASSMENT**

The County Superintendent and County Board are committed to maintaining a safe school environment that is free from harassment and discrimination. The County Superintendent and County Board prohibit, at school, program or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The County Superintendent and County Board also prohibit retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant alleging sexual harassment.

The County Superintendent and County Board strongly encourage students who feel that they are being or have been sexually harassed on school or program grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the lead site administrator, the County Superintendent's Title IX Coordinator, or any other available school or program employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.

The County Superintendent or designee shall inform students and parents/guardians of the County Superintendent's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the County Superintendent's web site, and including it in student and staff handbooks. All County Superintendent staff shall be trained regarding the policy.

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the County Superintendent's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect

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the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the County Superintendent's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the County Superintendent's investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the County Superintendent will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

#### Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

#### Record-Keeping

In accordance with law, the County Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the County Superintendent to monitor, address, and prevent repetitive harassing behavior in County Superintendent-operated schools and programs.

Adopted: 03/21/2013

Amended: 10/15/2020

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LEGAL REFERENCE

Education Code

200-262.4 Prohibition of discrimination on the basis of sex  
48900 Grounds for suspension or expulsion  
48900.2 Additional grounds for suspension or expulsion; sexual harassment  
48904 Liability of parent/guardian for willful student misconduct  
48980 Notice at beginning of term  
48985 Notices, report, statements and records in primary language

Civil Code

51.9 Liability for sexual harassment; business, service and professional relationships  
1714.1 Liability of parents/guardians for willful misconduct of minor

Government Code

12950.1 Sexual harassment training

Code of Regulations, Title 5

4600-4670 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

United States Code, Title 20

1092 Definition of sexual assault  
1221 Application of laws  
1232g Family Educational Rights and Privacy Act  
1681-1688 Title IX of the Education Amendments of 1972

United States Code, Title 34

12291 Definition of dating violence, domestic violence, and stalking

United States Code, Title 42

1983 Civil action for deprivation of rights  
2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

Code of Federal Regulation, Title 34

99.1-99.67 Family Educational Rights and Privacy  
106.1-106.82 Nondiscrimination on the basis of sex in education programs

Court Decisions

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567  
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130  
Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736  
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629  
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473  
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

MANAGEMENT RESOURCES

CSBA Publications

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

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

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

Websites

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

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

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

## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

**Personnel****PROHIBITION OF EMPLOYEE DISCRIMINATION, HARASSMENT AND RETALIATION**Policy Statement:

The Fresno County Superintendent of Schools ("FCSS") is committed to providing a safe, positive environment where all County Office employees are assured of full and equal employment access and opportunities, protection from discrimination, harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with the County Office to provide services, as applicable. Moreover, the FCSS prohibits sexual harassment against County Office employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

**QUICK LINKS**[Supervisor Report of Incident/Complaint](#)[Employee Complaint Form](#)[Employee Appeal Form](#)

This policy will be included in the **New Employee Orientation**, and the **Annual Employee Notifications** packet which is provided to all FCSS employees via U.S. Mail or FCOE email (hard copy or electronically) on an annual basis.

The County Superintendent of Schools designates the following position as the Title IX and Equal Employment Opportunity Coordinator for Nondiscrimination in Employment:

Assistant Superintendent, Human Resources  
Office of the Fresno County Superintendent of Schools  
1111 Van Ness Avenue  
Fresno, CA 93721-2000  
(559) 265-3000  
lgabriel@fcoe.org

**PROHIBITION OF EMPLOYEE DISCRIMINATION AND HARASSMENT**

The FCSS recognizes the right of every employee to be free from harassment, discrimination, and retaliation, including physical, psychological and/or sexual harassment. The FCSS further declares its intent to act promptly, visibly, and vigorously to eliminate such activity from the workplace and/or school environment. The County Superintendent's policy is to prohibit any form of discrimination, harassment, and retaliation, and to provide a mechanism for the reporting and resolution of complaints.

**DISCRIMINATION**

The FCSS prohibits unlawful discrimination and retaliation against and/or harassment of County Office employees, students, volunteers and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, sex, gender, gender identity, gender expression or sexual orientation at any County Office site and/or activity.

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**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS**

The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief observance or practice and an employment requirement. The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions.

Furthermore, the prohibition against discrimination includes the Genetic Information Nondiscrimination Act ("GINA") which prohibits employers from discriminating on the basis of "genetic information."

Prohibited discrimination or harassment includes, but is not limited to, unwelcome conduct, whether verbal, physical, or visual, based on any of the protected classes of discrimination listed above that it is so severe or pervasive that it adversely affects an individual's employment opportunities or has the purpose or effect of unreasonably interfering with his/her work performance or creates an intimidating, hostile, or offensive work environment.

A County Office employee who engages or participates in prohibited discrimination, harassment or retaliation, or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior, shall be in violation of this policy and shall be subject to disciplinary action, up to and including dismissal.

Examples of discrimination include, but are not be limited to, disparate treatment based upon an individual's actual or perceived race, color, national origin, ancestry, sex, gender identity, gender expression, sexual orientation, religious creed, age, physical or mental disability, medical condition, and/or marital status, as a basis for:

1. Failing or refusing to hire an applicant for employment;
2. Discharging or otherwise disciplining an employee;
3. Determining an employee's compensation, including fringe benefits, or other terms, conditions, or privileges of employment; or
4. Limiting, segregating, or classifying an employee or an applicant for employment in a way that would tend to deprive him/her of an employment opportunity or otherwise adversely affect his/her status as an employee.

**HARASSMENT**

Harassment includes, but is not limited to, derogatory comments, offensive jokes, unwelcome physical contact, or persistently annoying conduct that interferes with an employee's work performance or creates an unpleasant/offensive work environment. This includes, but is not limited to, such conduct relating to or directed toward persons on the actual or perceived basis of a particular race, national origin, religion, color, sex, gender, gender identity, gender expression, sexual orientation, physical or mental disability.

Examples of unlawful harassment of an individual include, but are not limited to,

1. Slurs, epithets, threats or verbal abuse;
2. Derogatory or degrading comments, descriptions, drawings, pictures, or gestures;
3. Unwelcome jokes, stories, teasing, or taunting;
4. Any other verbal, written, visual, or physical conduct against the individual which:



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**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS**

- a. Adversely affects his/her employment;
- b. Has the purpose or effect of unreasonably interfering with his/her work performance or creating an intimidating, hostile or offensive work environment.

**COMPLIANCE**

The FCSS and all employees shall avoid any act or actions, implied, or explicit, that may demonstrate harassment, discrimination, and retaliation. The County Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of harassment, discrimination, and retaliation, including, but not limited to:

1. Providing periodic training, as required by applicable laws and regulations, to all supervisors and staff regarding the FCSS' harassment and discrimination policy, how to recognize harassment, discrimination and retaliation, how to respond appropriately, and the components of the County Office's policies and procedures as follows:
  - a. The FCSS' designee shall ensure that management and supervisory employees receive at least two (2) hours of classroom or other effective interactive training and education regarding harassment, discrimination, retaliation, and abusive conduct as administratively assigned every two (2) years;
  - b. All newly hired or promoted management and supervisory employees shall receive training within six (6) months of their assumption of the management/supervisory position.
  - c. The FCSS' designee shall ensure that non-supervisory employees receive at least one (1) hour of classroom or other effective interactive training and education regarding harassment, discrimination, retaliation, and abusive conduct every two (2) years.
2. Publicizing and disseminating the County Superintendent's discrimination and harassment policy to staff;
3. Ensuring prompt, thorough, and fair investigation of complaints; and
4. Taking timely and appropriate corrective/remedial actions. This may require interim separation of the complainant and the alleged harasser and subsequent monitoring.

**RETALIATION PROHIBITED**

FCSS' policy is not to discourage persons from filing harassment, discrimination, or retaliation complaints. Moreover, retaliation against any employee or other persons for exercising their right to file a harassment, discrimination, or retaliation complaints or for participating in the investigation of such complaints, is strictly prohibited. To avoid retaliation and the appearance of retaliation, employees are:

1. To refrain from taking any action which dissuades any person from exercising the right to file a discrimination or harassment complaint;
2. To keep confidential the facts of any complaints or investigation made pursuant to this policy, including the identity of any witnesses or any facts, which disclose the identity of the claimant(s) or witness(es) as directed;



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**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS**

3. FCSS' policy is that an employee may not be retaliated against for refusing to comply with an order that the employee reasonably believes violates the anti-discrimination laws.

**REPORTING COMPLAINTS**

Any County Superintendent employee who feels that he/she has been discriminated against or who has knowledge of any incident of harassment, discrimination, or retaliation by or against another employee, a job applicant, or a student, shall immediately report the incident to his/her supervisor or the Assistant Superintendent, Human Resources. A supervisor who receives a discrimination, harassment, or retaliation complaint shall promptly notify the Assistant Superintendent, Human Resources or Human Resources designee.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint or if the employee chooses an alternate method of reporting.

Student complaints that allege unlawful sexual harassment by FCSS employees within the definitions set forth under Title IX of the Educational Amendments of 1972 will be processed under Superintendent Administration Regulation 5145.71.

Employee complaints that allege unlawful sexual harassment by FCSS employees will be processed under Superintendent Policy SP HR-1315.

**IMPORTANT NOTE**

A County Superintendent employee may be deemed to have permitted unlawful discrimination, harassment or retaliation if he/she fails to report an observed incident of harassment, discrimination, or retaliation whether or not the victim complains.

Pursuant to this policy, management, and supervisory employees who recommend or authorize actions affecting other employees will not:

- a. Use their authority to harass, discriminate or retaliate against an employee;
- b. Take a personnel action, or fail to take a personnel action, as a reprisal against an employee for resisting or reporting any act of harassment, discrimination, or retaliation; or
- c. Condone any harassment, either verbal or physical, or discrimination or retaliation against an employee or employees toward another employee.

In addition to the complaint process available through FCOE, an employee may file a complaint with the following agencies:

Department of Fair Employment and Housing (DFEH)  
1320 East Shaw Avenue, Suite 150  
Fresno, California 93710-7915  
Phone: (800) 884-1684  
[www.dfeh.ca.gov](http://www.dfeh.ca.gov)

Equal Employment Opportunity Commission (EEOC)  
2300 Tulare Street, Suite 215

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Fresno, California 93721  
Phone: (800) 669-4000  
[www.eeoc.gov/field/fresno/index.cfm](http://www.eeoc.gov/field/fresno/index.cfm)

The employee may pursue a civil law remedy, and may also file an appeal to the Department of Education at:

California Department of Education (CDE)  
1430 N Street  
Sacramento, California 95814-5901  
Phone: (916) 319-0800  
[www.ed.gov/about/offices/list/ocr](http://www.ed.gov/about/offices/list/ocr)

**COMPLAINT PROCESS**

The following procedures shall be used when a County Superintendent employee or job applicant has a complaint alleging that a specific action, policy, procedure, or practice discriminates, harasses, or retaliates against him/her on any basis specified in this policy:

1. Supervisor is to gather accurate, complete information to ensure an immediate and thorough investigation of the complaint. Supervisor is to document information volunteered by the complainant on the "Supervisor's Report of Incident/Complaint" form.
2. Supervisor is to submit the written report of concern to the Program Administrator and to the Assistant Superintendent, Human Resources.
3. The Program Administrator and the Assistant Superintendent, Human Resources will review the information gathered by the supervisor along with the supervisor's recommendation.
4. Appropriate and immediate action will be taken if the FCSS' harassment, discrimination, and retaliation policy has been violated.
5. The supervisor shall counsel the complainant and outline possible options for informal/formal resolution of the complaint.
6. No adverse action will be taken against an employee for filing a complaint.
7. The employee filing the complaint will be notified regarding outcome of the investigation.

**INFORMAL COMPLAINT**

Upon receipt of a verbal complaint and review by appropriate administration, the supervisor shall counsel employee and outline possible options for informal resolution of the complaint. The supervisor will review facts, impact of conduct, efforts to correct, and the complainant's recommended resolution. Should informal resolution be achieved, the supervisor shall follow up with complainant to ensure that the behavior(s) initially generating the complaint have been corrected and that there is not a likelihood of recurrence. The supervisor shall report on the monitoring to the Assistant Superintendent, Human Resources.

**FORMAL COMPLAINT**

If informal resolution of the complaint is not quickly achieved, or if the complainant files a written complaint, the Assistant Superintendent, Human Resources or designee shall conduct a thorough and complete investigation. An appropriate investigation may include interviewing the complainant, the alleged harasser, witnesses, and other suspected victims.

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**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS****INVESTIGATION, REPORTING & DECISION**

The comprehensive investigation of a formal complaint will be conducted to gather information that supports a fair and just decision. The Assistant Superintendent, Human Resources or designee shall determine whether interim measures, such as scheduling changes, transfers, or leaves need to be taken before the investigation is completed to ensure that further incidents do not occur. The Assistant Superintendent, Human Resources or designee shall ensure that such interim measures do not constitute retaliation. Upon completion of the investigation, the Assistant Superintendent, Human Resources or designee shall render his/her findings and render a determination as to whether the alleged conduct constitutes harassment, discrimination, and/or retaliation. The Assistant Superintendent, Human Resources shall look at the record as a whole and the totality of the circumstances, including the nature of the alleged harassment, discrimination, or retaliation, the context in which the alleged incidents occurred, and the perspective of the victim.

**REMEDIAL ACTION**

If the investigation reveals there is reasonable cause to believe that unlawful harassment, discrimination, or retaliation has occurred, FCSS shall take appropriate action to ensure that the offensive conduct ceases and will not recur. Actions taken in response to substantiated allegations of harassment, discrimination, or retaliation may include: reprimand, reassignment, transfer, and/or disciplinary action up to and including dismissal. Unlawful harassment, discrimination, and/or retaliation shall be deemed to be insubordination, a violation of or refusal to obey state law and the policies and regulations of the County Superintendent, and all other legally expressed causes for disciplinary action against public school employees. The harasser(s) and other employees, if appropriate, will be informed that appropriate action shall be taken if further acts of harassment, discrimination, or retaliation occur.

**APPEAL PROCESS**

Following the complainant's receipt of the disposition of the complaint by the Assistant Superintendent, Human Resources or designee, the complainant may, if not satisfied with the disposition, appeal the matter to the Deputy Superintendent-Educational Services, within ten (10) calendar days that disposition is dated. The complainant's appeal shall be in writing, signed by the complainant, and completed on a form prescribed by the County Superintendent. The appeal shall state specifically the reasons why the complainant is dissatisfied with the report and recommended disposition by the Assistant Superintendent, Human Resources.

The Deputy Superintendent shall review the basis for the complainant's appeal and make a decision based on the record presented. The Superintendent reserves his/her rights to determine if it is necessary to collect additional information and/or to accept or modify the final disposition and action implemented as a result of the complaint.

**CONFIDENTIALITY**

All complaints and allegations of harassment, discrimination, and/or retaliation shall be kept confidential to the extent necessary, to carry out the investigation or to take other subsequent necessary action.

All FCSS employees involved in processing harassment, discrimination, and/or retaliation complaints shall endeavor in good faith to protect the privacy of all parties involved in a complaint. Discussions among FCSS employees regarding harassment, discrimination, and retaliation

**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS**

complaints shall be prohibited unless necessary to process and/or investigate the facts surrounding the complaint. County Superintendent employees shall not have access to files concerning harassment, discrimination, and/or retaliation complaints unless the employees are assigned to process and/or investigate the complaint. FCSS' files pertaining to harassment, discrimination, and/or retaliation complaints shall not be made available to the general public. All matters pertaining to the filing, investigation, and resolution of harassment, discrimination, and retaliation complaints shall be confidential insofar as appropriate. Files pertaining to harassment, discrimination, and/or retaliation complaints shall not become public records unless disclosure is compelled by applicable legal processes.

**ENFORCEMENT**

A violation of FCSS' policy prohibiting harassment, discrimination, and/or retaliation shall constitute just cause for discipline, up to and including dismissal, and shall be deemed to be a violation of or refusal to obey state law and the policies and regulations of the County Superintendent.

Adopted: 04/07/1997

Amended: 12/05/2005; 04/14/2010; 04/04/2011; 4/11/2012; 10/22/2013; 01/20/2016; 02/23/2016; 08/14/2020; 10/01/2020

**REFERENCES**

Superintendent Policy SP HR-1315

## Section 7 Contents

### School-wide Dress Code (EC32282(a)(2)(F)).....

Superintendent and Board Policy 5132 – Dress and Grooming

Superintendent Administrative Regulation 5132 – Dress and Grooming

Document Pertaining to this Section That is Located in Appendices:

*Site-Specific Dress and Grooming Policies*

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION**Students**  
**DRESS AND GROOMING**

The County Superintendent and County Board believe that appropriate dress and grooming contribute to a productive learning environment. They expect students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

County Superintendent and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

Each site administrator or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the dress code may result in disciplinary action.

Gang-Related Apparel

Site administrators, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the County Superintendent who shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan.

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

Adopted: undated  
Amended: 10/15/2020

**Legal Reference**

Education Code

212.1 Nondiscrimination based on race or ethnicity  
220 Nondiscrimination  
32281 School safety plans  
35183 School dress codes; uniforms  
35183.5 Sun-protective clothing  
48907 Student exercise of free expression  
49066 Grades; effect of physical education class apparel

Court Decisions

Jacobs v. Clark County School District (2008) 26 F. 3d 419  
Harper v. Poway Unified School District (2006) 445 App. 3d 166  
Marvin H. Jeglin et al v. San Jacinto Unified School District et al (C.D. Cal. 1993)  
827 F.Supp. 1459  
Arcadia Unified School District v. California Department of Education (1992) 2 Cal. 4th 251  
Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562  
Hartzell v. Connell (1984) 35 Cal. 3d 899  
Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

**Students****DRESS AND GROOMING**

In cooperation with teachers, students, and parents/guardians, the lead site administrator or designee may establish school rules governing student dress and grooming which are consistent with law, County Superintendent and County Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
2. Appropriate shoes must be worn at all times.
3. Hats, caps, and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the lead site administrator or designee. In addition, the lead site administrator or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

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

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the lead site administrator and staff, in consultation with parents/guardians, as appropriate, shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Adopted: 10/15/2020



## Section 8 Contents

### Procedures for Ingress/Egress of Pupils, Parents, Employees, to/from School (EC32282(a)(2)(G)).....

Superintendent and Board Policy 1250 – Visitors/Outsiders

Superintendent Administrative Regulation 1250 – Visitors/Outsiders

Superintendent Policy HR-1312 – Identification Badges

Document Pertaining to This Section That is Located in the Appendices:

*Site's Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School (Bus, Drop-off/Loading, Visitor Check-in Procedures, Maps, etc.)*

**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION****Community Relations  
VISITORS/OUTSIDERS**

The County Superintendent and County Board encourage parents/guardians and interested members of the community to visit schools and participate in the educational programs operated by the County Superintendent.

To ensure the safety of students and staff and minimize interruption of the instructional program, the County Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the site administrator or designee. If a conference is desired, an appointment should be set with the teacher during non-instructional time.

The County Superintendent or designee may provide a visible mean of identification for all individuals who are not students enrolled at the school, County Board members, the County Superintendent, or County Superintendent employees while on school sites or other premises operated by the County Superintendent.

No electronic listening or recording device may be used by any person, including students, in any classroom without the teacher's and site administrator's permission. (Education Code 51512.)

The County Superintendent and County Board encourage all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the complaint processes of the County Superintendent and County Board if they have concerns with any program operated by or any employee of the County Superintendent. In accordance with Penal Code 626.7, the site administrator or designee of a school site or the County Superintendent or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds or other premises operated by the County Superintendent.

As used in this regulation, school, school site, or school grounds shall mean each site that is owned by the County Board or leased by the County Superintendent and on which the County Superintendent operates instructional or other programs for students. These terms shall not include any site owned or leased by a school district or other public agency where the County Superintendent operates instructional or other programs.

**Presence of Sex Offender on Campus**

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a student enrolled in a program or school operated by the County Superintendent, shall request written permission from the County Superintendent or designee before entering school grounds. As necessary, the County Superintendent or designee shall consult with local law enforcement authorities before allowing the presence of any such person at school or school activity.

The County Superintendent or designee shall indicate on the written permission the date(s) and time(s) for which permission has been granted. (Penal Code 626.81.)

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

Adopted: 06/15/1995

Amended: 11/18/2010, 10/18/2018

**Legal Reference**

Education Code

32210 Willful disturbance of public school or meeting

32211 Threatened disruption of interference classes; misdemeanor

32212 Classroom interruptions

35160 Authority of governing boards

35292 Visits to schools (board member)

49091.10 Parental right to inspect instructional materials and observe school activities

51101 Parent Rights Act of 2002

51512 Prohibited use of electronic listening device or recording device

Evidence Code

1070 Refusal to disclose news source

Labor Code

230.8 Discharge or discrimination for taking time off to participate in child's educational activities

Penal Code

290 Sex offenders

626-626.10 Schools

626.81 Misdemeanor for registered sex offender to come onto school grounds

627-627.10 Access to school premises

627.1 Definitions

627.2 Necessity of registration by outsider

627.7 Misdemeanors; punishment

Court Decisions

Reeves v. Rocklin Unified School District (2003) 109 Cal.App.4th 652

Attorney General Opinions

95 Ops.Cal.Atty.Gen. 509 (1996)

SD 1250, 12/2014; Doc# 11130-2; rev. 08/2018

## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

**Community Relations  
VISITORS/OUTSIDERS**

The County Superintendent welcomes members of the community and other interested persons to visit the schools. The County Superintendent or designee shall post at every entrance to each school and school grounds a notice setting forth visitor registration requirements and other information required by law. (Penal Code 627.6.)

Unless otherwise directed by the site administrator or designee, a staff member shall accompany visitors while they are on school grounds.

As used in this regulation, school, school site, or school grounds shall mean each site that is owned by the County Board or leased by the County Superintendent and on which the County Superintendent operates instructional or other programs for students. These terms shall not include any site owned or leased by a school district or other public agency where the County Superintendent operates instructional or other programs.

Registration Procedure

In order to register at a school, visitors shall, upon request, furnish the site administrator or designee with the following information (Penal Code 627.3):

1. His/her name, address, occupation.
2. His/her age, if less than 21.
3. His/her purpose for entering school grounds.
4. Proof of identity.
5. Other information consistent with the provisions of law.

The site administrator or designee may refuse to register any visitor if he/she reasonably concludes that the visitor's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in a distribution or use of a controlled substance. The site administrator or designee or school security officer may revoke a visitor's registration if he/she has a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. (Penal Code 627.4.)

The site administrator or designee may request a visitor who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. When a visitor is directed to leave, the site administrator or designee shall inform the visitor that if he/she reenters the school within seven days, he/she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7.)

**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS**Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the County Superintendent or designee by submitting, within five days after the person's departure from the school site, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the County Superintendent or designee shall promptly mail a notice of the hearing to the person requesting it. A hearing before the County Superintendent or designee shall be held within seven days after receipt of the request. (Penal Code 627.5.)

Adopted: 03/18/2010

Amended: 03/17/2011, 10/18/2018

SD 1250, 07/2010; Doc# 11131-2, 08/2018

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FRESNO COUNTY SUPERINTENDENT OF SCHOOLS**Personnel  
IDENTIFICATION BADGES**Policy Statement:

The Fresno County Superintendent of Schools (FCSS) is committed to maximizing employee safety and believes workplace safety is every employee's responsibility, which includes wearing a photo identification (ID) badge at all times while at work. Therefore, this shall be the policy for issuing and replacing FCSS photo ID badges.

ID badges serve to:

- Identify people who should or should not be on an FCSS premises and/or District facilities/school sites;
- Identify approved FCSS volunteers, observers, student teachers, unpaid interns and designated agency personnel;
- Discourage and identify unwanted visitors and help create a sense of security and safety throughout FCSS.
- Identify FCSS staff providing services to districts and students throughout Fresno County.
- Provide access to photocopy machines, when applicable
- Provide access to certain county office buildings, when applicable.

For the safety and the well-being of all FCSS employees, an FCSS issued ID badge must be worn at all times while on county office property and/or school district property.

The Human Resources Department will provide all FCSS employees with an ID badge during new employee orientation. This shall include all regular, temporary/certificated, short-term/non-credentialed staff, retirees certificated/classified, substitute employees and authorized personnel.

FCSS volunteers, observers, student teachers, unpaid interns, and designated agency personnel may also be issued a photo ID badge when pre-approved by the applicable Cabinet Member.

No charge will be assessed to the new employee for the initial ID badge.

A charge will be assessed to the applicable department when an ID badge is requested for an FCSS volunteer, observer, student teacher, unpaid intern and designated agency personnel.

FCSS Employees:

ID badges shall include the first and last name of the employee, along with a current photo. Employees hired under the job classifications of a Licensed Vocational Nurse (LVN) or School Nurse must indicate the California License held (Example: Susie Thomas, RN or Sam Smith, LVN).

FCSS volunteers, observers, student teachers, unpaid interns and designated agency personnel ID badges shall include the title, first and last name of the volunteers, observers, student teachers, unpaid interns and designated agency personnel, along with a current photo. (Example: Volunteer Susie Thomas or Clinician Intern Tom Thomas).

When the terminology ID badge is issued, please note it may pertain to one of the following:

1. **Proximity ID Badge(s):** All regular FCSS employees and specified designated agency personnel will be issued a proximity ID badge. Upon request from the hiring department, programmed proximity badges may grant access to photocopiers and/or FCSS buildings. (See SOP #840

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FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

“Building Access and Key Requests for Downtown Buildings”) All other individuals will be issued an ID badge only. Should issues arise regarding access to facilities using a proximity card, employees or designated agency personnel must contact the Facilities & Operations department for assistance. Should issues arise regarding access to photocopiers, employees or designated agency personnel must contact the Information Systems & Technology department.

2. **ID Badge(s):** FCSS departments may request the Human Resources Department issue ID badges for non-FCSS employees identified in Superintendent Internal Procedure #1340, “Volunteers, Observers, Student Teachers, Interns and Designated Agency Personnel.” Departments requesting ID badges will be charged \$5.00 for the initial ID badge and any subsequent replacement badge(s). The Human Resources Department will generate a “Journal Entry for Inter-Program Charges” form for payment.
3. **Student ID Badge(s):** Departments requesting ID badges for student use for a county office operated program will be charged \$2.50 for the initial ID badge and any subsequent replacement badge(s). The Human Resources Department will generate a “Journal Entry for Inter-Program Charges” form for payment. The front of the student ID badge shall include the first and last name of the student, along with the name of the educational program (for example: Sam Smith, Fresno ATP Student). The back of the student ID badge shall include an emergency contact number of the educational program the student attends.
4. **Visitor ID Badge(s):** All visitors must sign-in at the appropriate office and obtain an ID badge that is to be worn at all times while on the premises. In the event someone is on site without one, they should be directed to the appropriate office to obtain a visitor ID badge to remain on site. All visitors must return to the appropriate office upon leaving FCSS property to sign out and to return the visitor ID badge. In circumstances when a visitor sticker is provided, visitors must discard it upon leaving FCSS or school district premises.

Note: All FCSS employees must have an ID badge displayed while at work. Repeated actions taken to the contrary may result in disciplinary action. If an employee arrives to work and fails to wear their photo ID badge during the workday, the department head will issue a temporary badge for that day. ID badges must be worn at all times while on FCSS sites – **NO EXCEPTIONS.**

**Replacement Badge(s):** When a programmed proximity badge is misplaced, damaged or a new badge is issued, the employee must contact the Facilities & Operations department and Information Systems & Technology departments immediately. Human Resources will assist in replacing ID badges for the following reasons:

1. **Misplaced:** In the event an employee has misplaced their badge, they must obtain a replacement badge immediately by contacting Human Resources. The replacement fee shall be \$5.00, paid by the employee.
2. **New Photo:** In the event an employee would like a new picture on their ID badge, they may request one by contacting Human Resources. The issuance fee shall be \$5.00, paid by the requesting employee.
3. **Damaged:** In the event an employee’s name badge has been damaged without the employee’s fault, the employee shall return the damaged name badge to Human Resources and an exact replacement will be provided at no charge to the employee.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

**Separation from FCSS:** At the time of an employee's separation from employment or volunteers, observers, student teachers, unpaid interns and designated outside agency personnel has discontinued FCSS service, or a student's graduation, all ID badges shall be surrendered to the Human Resources Department immediately.

ADOPTED: 09/01/1996

AMENDED 06/01/2005; 05/01/2006; 01/04/2016; 07/01/2016; 09/22/2020



## Section 9 Contents

### Safe and Orderly Environment Conducive to Learning (EC32282(a)(2)(H)) .....

Superintendent and Board Policy 3513.3 – Tobacco-Free Schools

Superintendent and Board Policy 3514 – Environmental Safety

Superintendent and Board Policy 3515.2 – Disruptions

Document Pertaining to This Section That is Located in the Appendices:

*Site's Discussion on Safe and Orderly Environment Conducive to Learning (e.g. school culture, physical conditions, goals, etc.)*

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**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION****Business and Noninstructional Operations  
TOBACCO-FREE SCHOOLS**

The Fresno County Board of Education ("County Board") and Fresno County Superintendent of Schools ("County Superintendent") recognize that the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, are inconsistent with their goal to provide a healthy environment for students and staff.

The County Board and County Superintendent prohibit smoking and/or the use of tobacco products at any time in County Superintendent-leased buildings, on County Board-owned property, and in County Superintendent-owned or leased vehicles. (Health and Safety Code 104420; Labor Code 6404.5; 20 USC 6083.)

This prohibition applies to all employees, students, and visitors at any County Board-sponsored or County Superintendent-sponsored instructional program, activity, or athletic event held on or off County Board or County Superintendent property. Any written joint use agreement governing community use of County Board or County Superintendent facilities or grounds shall include notice of this tobacco-free schools policy and consequences for violations of this policy.

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901.)

Tobacco products include (Business and Professions Code 22950.5; Education Code 48901):

1. Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff.
2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah.
3. Any component, part, or accessory of a tobacco product, whether or not sold separately.

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related products and disposal of any tobacco-related waste are prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code 104495.)

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

Adopted: 11/18/2010

Amended: 10/17/2013, 05/17/2018

**Legal References**Education Code

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

Business and Professions Code

22950.5 Stop Tobacco Access to Kids Enforcement Act; definitions

Health and Safety Code

39002 Control of air pollution from nonvehicular sources

104350-104495 Tobacco use prevention, especially:

104495 Prohibition of smoking and tobacco waste on playgrounds

104559 Tobacco use prohibition

119405 Unlawful to sell or furnish electronic cigarettes to minors

Labor Code

3300 Employer, definition

6304 Safe and healthful workplace

6404.5 Occupational safety and health; use of tobacco products

United States Code, Title 20

6083 Nonsmoking policy for children's services

7111-7122 Student Support and Academic Enrichment Grants

Code of Federal Regulations, Title 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

PERB Rulings

Eureka Teachers Assn. v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)

CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School

District (1989) PERB Order #750 (13 PERC 20147)

**Management Resources**Web Sites

California Department of Education, Alcohol, Tobacco and Other Drug Prevention:

<http://www.cde.ca.gov/ls/he/at>

California Department of Education, Tobacco-Free School District Certification:

<http://www.cde.ca.gov/ls/he/at/tobaccofreecert.asp>

California Department of Public Health, Tobacco Control:

<http://www.cdph.ca.gov/programs/tobacco>

**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION**

Occupational Safety and Health Standards Board: <http://www.dir.ca.gov/OSHSB/oshsb.html>

U.S. Environmental Protection Agency: <http://www.epa.gov>

3513.3, 07/2016; Doc# 38590.2, rev. 03/2018

The Fresno County Superintendent of Schools (“Superintendent”) and the Fresno County Board of Education (“Board”) recognize the obligation to provide a safe and healthy environment at county office facilities for students, staff, and community members. The Superintendent or designee shall regularly assess school facilities to identify environmental health risks. He/she shall establish a comprehensive plan to prevent and/or mitigate environmental hazards based on a consideration of the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the county office, and the potential impact on staff attendance, student attendance, and student achievement.

Strategies addressed in the county office’s plan shall include, but not necessarily be limited to, the following:

1. Considering air quality in the site selection, design, and furnishing of new or remodeled facilities, and the operation of such facilities.
2. Limiting outdoor activities when necessary due to poor outdoor air quality, including excessive smog, smoke, or ozone, or when ultraviolet radiation levels indicate a high risk of harm.
3. Reducing exposure to diesel exhaust and other air contaminants by limiting unnecessary idling of school buses and commercial motor vehicles.
4. Minimizing exposure to lead in paint, soil, and drinking water.
5. Inspecting facilities for naturally occurring asbestos and asbestos-containing building materials that pose a health hazard due to damage or deterioration and safely removing, encapsulating, enclosing, or repairing such materials.
6. Ensuring the proper storage, use, and disposal of potentially hazardous substances.
7. Ensuring the use of effective least toxic pest management practices.
8. Instituting a food safety program for the storage, preparation, delivery, and service of school meals in order to reduce the risk of foodborne illnesses.

In developing strategies to promote healthy school environments, the Superintendent or designee may consult and collaborate with local environmental protection agencies, health agencies, and other community organizations.

The Superintendent or designee shall provide Fresno County Office of Education's Facilities and Operations staff, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing strategies to improve and maintain environmental safety at the schools.

The Superintendent or designee shall notify the Board, staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at a school site. The notification shall provide information about the county office's actions to remedy the hazard.

**Legal Reference:**

EDUCATION CODE

17002 Definition of "good repair"  
17070.75 Facilities inspection  
17582 Deferred maintenance fund  
17590 Asbestos abatement fund  
17608-17613 Healthy Schools Act of 2000, least toxic pest management practices  
32240-32245 Lead-Safe Schools Protection Act  
48980.3 Notification of pesticides  
49410-49410.7 Asbestos materials containment or removal

FOOD AND AGRICULTURAL CODE

11401-12408 Pest control operations and agricultural chemicals  
13180-13188 Healthy Schools Act of 2000, least toxic pest management practices

GOVERNMENT CODE

3543.2 Scope of representation; right to negotiate safety conditions

HEALTH AND SAFETY CODE

105400-105430 Indoor environmental quality  
113700-114437 California Retail Food Code, sanitation and safety requirements

CODE OF REGULATIONS, TITLE 5

14010 Standards for school site selection

CODE OF REGULATIONS, TITLE 8

337-339 Hazardous substances list  
340-340.2 Occupational safety and health, rights of employees  
1528-1533 Construction safety orders; exposure to hazards  
5139-5223 Control of hazardous substances

CODE OF REGULATIONS, TITLE 13

2480 Vehicle idling

CODE OF REGULATIONS, TITLE 17

35001-36100 Lead abatement services

CODE OF REGULATIONS, TITLE 22

64670-64679 Lead and copper in drinking water

UNITED STATES CODE, TITLE 7

136-136y Use of pesticides

UNITED STATES CODE, TITLE 15

2601-2629 Control of toxic substances  
2641-2656 Asbestos Hazard Emergency Response Act

UNITED STATES CODE, TITLE 42

1758 Food safety and inspections

CODE OF FEDERAL REGULATIONS, TITLE 40

141.1-141.723 Drinking water standards

745.61-745.339 Lead-based paint standards  
763.80-763.99 Asbestos-containing materials in schools  
763.120-763.123 Asbestos worker protections

**Management Resources:**

CSBA PUBLICATIONS

Indoor Air Quality: Governing Board Actions for Creating Healthy School Environments, Policy Brief, July 2008  
Asthma Management in the Schools, Policy Brief, March 2008  
Food Safety Requirements, Fact Sheet, October 2007  
Sun Safety in Schools, Policy Brief, July 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Site Selection and Approval Guide, 2000  
Indoor Air Quality, A Guide for Educators, 1995

CALIFORNIA DEPARTMENT OF HEALTH SERVICES PUBLICATIONS

Report to the Legislature: Lead Hazards in California's Public Elementary Schools and Child Care Facilities, April 1998

U.S. ENVIRONMENTAL PROTECTION AGENCY PUBLICATIONS

Indoor Air Quality Tools for Schools, rev. 2007  
Healthy School Environments Assessment Tool, 2007  
The ABCs of Asbestos in Schools, rev. August 2003  
Mold Remediation in Schools and Commercial Buildings, March 2001  
How to Manage Asbestos in School Buildings: AHERA Designated Person's Self-Study Guide, 1996

WEB SITES

CSBA: <http://www.csba.org>  
AirNow: <http://www.airnow.gov>  
American Association of School Administrators: <http://www.aasa.org>  
California Air Resources Board: <http://www.arb.ca.gov>  
California Department of Education, Health and Safety: <http://www.cde.ca.gov/ls/fa/hs>  
California Department of Pesticide Regulation: <http://www.cdpr.ca.gov>  
California Department of Public Health: <http://www.cdph.ca.gov>  
California Indoor Air Quality Program: <http://www.cal-iaq.org>  
Centers for Disease Control and Prevention: <http://www.cdc.gov>  
Consumer Product Safety Commission: <http://www.cpsc.gov>  
National Center for Environmental Health: <http://www.cdc.gov/nceh>  
Occupational Safety and Health Administration: <http://www.osha.gov>  
U.S. Environmental Protection Agency: <http://www.epa.gov>

(6/95 7/01) 7/08  
(former Bd-P 3510, 3514.1)

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The Fresno County Superintendent of Schools (“Superintendent”) and the Fresno County Board of Education are committed to providing a safe environment for Fresno County Office of Education (“FCOE”) students, staff, and others while they are on FCOE property or engaged in school activities.

The Superintendent or designee shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt normal FCOE business or school operations, threatens the health or safety of anyone on FCOE property, or causes or threatens to cause damage to FCOE property or to any property on FCOE grounds.

The Superintendent or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing a disruption. In developing such a plan, the Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention in the event of a disruption.

The Superintendent or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption.

Any employee who believes that a disruption may occur shall immediately contact the site administrator. The site administrator or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7151 and in other situations, as appropriate.

#### Safe School Zone

Possession of a firearm within 1000 feet of any FCOE site is prohibited except when authorized by law. (Penal Code 626.9)

Possession of any other unauthorized weapon or dangerous instrument is prohibited on FCOE grounds or buses and at FCOE-related or FCOE-sponsored activities without the written permission of the Superintendent.

#### **Legal Reference:**

##### EDUCATION CODE

- 32210 Willful disturbance of public school or meeting, misdemeanor
- 32211 Threatened disruption or interference with classes; misdemeanor
- 35160 Authority of governing boards
- 44810 Willful interference with classroom conduct
- 44811 Disruption of classwork or extracurricular activities
- 48902 Notification of law enforcement authorities
- 51512 Prohibited use of electronic listening or recording device



PENAL CODE

243.5 Assault or battery on school property  
415.5 Disturbance of peace of school  
626-626.11 Schools, crimes, especially:  
626.7 Failure to leave campus or facility; wrongful return; penalties; notice; exceptions  
626.8 Disruptive presence at schools  
626.81 Misdemeanor for registered sex offender to come onto school grounds  
626.85 Misdemeanor for specified drug offender presence on school grounds  
626.9 Gun Free School Zone Act  
627-627.10 Access to school premises  
653b Loitering about schools or public places  
12556 Imitation firearms

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act

COURT DECISIONS

Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652  
In Re Joseph F., (2000) 85 Cal.App.4th 975  
In Re Jimi A., (1989) 209 Cal.App.3d 482  
In Re Oscar R., (1984) 161 Cal. App.3d 770

ATTORNEY GENERAL OPINIONS

79 Ops.Cal.Atty.Gen. 58 (1996)

**Management Resources:**

CSBA PUBLICATIONS

911! A Manual for Schools and the Media During a Campus Crisis, 2001

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

WEB SITES

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

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

U.S. Department of Education, Emergency Planning: <http://www.ed.gov/admins/lead/safety/emergencyplan>

(6/96 11/06) 3/10

(former AR 1251)

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## Section 10 Contents

School Site Discipline Rules (EC32282(a)(2)(I)).....

Document Pertaining to this Section That is Located in Appendices:

*Site-Specific Discipline Rules / Policies*

## Section 11 Contents

**Tactical Response Protocols (EC32282(a)(2)(J))**.....

Document Pertaining to this Section That is Located in Appendices:

*Tactical Response Protocols*

## Section 12 Contents

### Bullying Policies (EC32282(f)) .....

Superintendent and Board Policy 5131.2 – Bullying

Superintendent Policy HR-1311 – Civility Policy

Superintendent Policy HR-1317 – Prohibition of Pupil Discrimination, Harassment, Retaliation and/or Sexual Harassment

Positive Behavioral Interventions and Supports (PBIS)

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION**Students**  
**BULLYING**

The County Superintendent and County Board recognize the harmful effects of bullying on student well-being, student learning, and school attendance, and desire to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The County Superintendent or designee shall develop strategies for addressing bullying in County Superintendent/County Board schools with the involvement of students, parents/guardians, and staff. As appropriate, the County Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the County Superintendent's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the County Superintendent or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Adopted: 03/21/2013

Amended: 10/15/2020

**Legal Reference**Education Code

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

46600 Student transfers

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

Penal Code

422.55 Definition of hate crime

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

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

653.2 Electronic communication devices, threats to safety

Code of Regulations, Title 5

4600-4670 Uniform complaint procedures

United States Code, Title 47

254 Universal service discounts (e-rate)

Code of Federal Regulations, Title 28

35.107 Nondiscrimination on basis of disability; complaints

Code of Federal Regulations, Title 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

Court Decisions

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

**Management Resources**

CSBA Publications

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

California Department of Education Publications

Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS  
FRESNO COUNTY BOARD OF EDUCATION

California Office of the Attorney General Publications

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

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

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

Websites

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

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

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <http://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <http://casel.org>

Common Sense Media: <http://www.common Sense Media.org>

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

Partnership for Children and Youth: <http://www.partnerforchildren.org>

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

## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

**Personnel  
CIVILITY POLICY**Policy Statement

The Fresno County Superintendent of Schools (FCSS) believes a safe, welcoming environment promotes high levels of student and staff achievement and the free exchange of ideas in support of quality educational services. To achieve this goal, employees, students, and community members are expected to conduct themselves with civility. Civility is a commitment to respect one another and encourage professional and academic growth with open communication, honesty, and empathy. Conversely, uncivil conduct interferes with the vision, mission, goals, and productivity of the FCSS and can negatively impact student learning.

**QUICK LINK**[Civility Reporting Form](#)The FCSS Mission Statement:

“The Office of the Fresno County Superintendent of Schools and the Fresno County Board of Education are dedicated to ensuring equitable opportunities and success for all students in Fresno County, through the school districts we serve, by providing programs, support, oversight, and professional development. We believe all students, whatever their circumstances or abilities, deserve the best education possible. Together, we strive to positively impact our community through the power of education because we believe the future starts in our classrooms.”

Through this policy, the FCSS intends to promote mutual respect, civility, courtesy, and safe boundaries among employees, students, parents/guardians, volunteers, and other members of the public. This policy’s purpose is to acknowledge equity as the cornerstone of the FCSS, encourage positive communications and discourage disruptive, volatile, hostile, or aggressive communications or actions. Furthermore, this policy is intended to maintain, to the extent possible, a safe, harassment-free workplace for all FCSS employees, students, parents/guardians, volunteers, and the public

The basic purpose of this policy is three-fold:

1. To promote a work and learning environment that is safe, productive, equitable, and nurturing for all staff and students.
2. To encourage the free flow of ideas without fear or intimidation.
3. To provide students with appropriate models for respectful problem-solving.

For purposes of this policy, “uncivil conduct” includes, but is not limited to, directing vulgar, obscene, profane, demeaning, or disparaging gestures or words at another individual; taunting, jeering, inciting others to taunt or jeer at an individual; raising one’s voice at another individual; repeatedly interrupting another individual who is speaking at an appropriate time and place; and invading the personal space of an individual after being directed to move away.

“Uncivil conduct” does not include the expression of controversial or differing viewpoints so long as:



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FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

1. The ideas are presented in a respectful manner and at a time and place that are appropriate; and
2. Such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process or working environment; and
3. The content of the expressed idea is reasonably related to the FCSS business.

In most cases, individuals who perceive they have been treated in an uncivil manner will be urged to resolve their concerns through simple, direct, or assisted communication with the person(s) at the source of the concern. When this is not possible or appropriate, such as when an employee's immediate supervisor is the source of the concerns, any person who needs help in identifying and/or using appropriate problem-solving procedures may seek assistance from an administrator.

Individuals are encouraged to work out issues of concern promptly, and preferably no later than two (2) days after an incident has occurred. No retaliation will be tolerated against individuals for working in good faith under this policy to resolve concerns.

This policy seeks to promote a culture of respect and civility. Severe or persistent acts of uncivil conduct may violate other Superintendent Policies (SP), such as:

- [SP HR-1315 Sexual Harassment](#)
- [SP HR-1316 Prohibition of Employee Discrimination, Harassment and Retaliation](#)
- [SP HR-1317 Prohibition of Pupil Discrimination, Harassment Retaliation and/or Sexual Harassment](#)

Violation of such policies may result in further action, such as discipline, adverse employment action or criminal charges, as applicable. Nothing in this policy is intended to interfere with the ability of FCSS officials to maintain order and discipline in the work environment or school setting.

The FCSS shall review this policy regularly in the context of issues that occur. Department/Program leadership are encouraged to guide, support, and evaluate the FCSS' efforts to establish and reinforce a culture of civility and respect for all.

The following steps are intended to support all partners in the educational process, maintain a safe, equitable, nurturing work and learning environment, provide a model of respectful problem-solving, and reduce the potential for serious or widespread disruptions within the FCSS. The following steps are not intended to manage threatening or intimidating behavior which is serious enough to constitute harassment or to cause one to fear for his/her safety.

Employees:

When an employee believes they have been treated in an uncivil manner by another employee, student of the FCSS, parent, volunteer, or adult member of the community, they should follow the steps outlined below:

**Step 1:** Within two (2) working days of the incident, speak directly and respectfully with the individual, in an appropriate time, place and manner, seeking to resume communications on a civil basis. Employees may proceed to Step 2 if the source of the uncivil conduct is the employee's immediate supervisor or when the employee is not comfortable addressing the incident on their own.

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FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

**Step 2:** At any time after Step 1 has been attempted, if civil discussion cannot be resumed, the employee should ask his/her supervisor or other appropriate supervisor to facilitate a conversation, or initiate a discussion on their behalf, with the individual perceived to have been uncivil. Such a facilitated conversation should focus on the expectation of civility and requirements for achieving civil exchanges in the future. If the employee deems it necessary, the employee may complete the Civility Reporting Form and submit to his/her supervisor or other appropriate supervisor with a copy to Human Resources.

**Step 3:** At any time after Step 2 has been implemented, if uncivil conduct toward the employee continues, the employee and his/her supervisor or other appropriate supervisor will discuss and/or pursue remedies beyond this policy with the assistance of Human Resources and/or Legal Services.

Students:

When a student believes they have been treated in an uncivil manner by an employee, adult volunteer, or another student of the county office, they should follow the steps outlined below:

**Step 1:** Within two (2) working days of the incident, seek advice from a teacher, or other trusted employee of the school, as well as from a parent/guardian. If advisable, speak directly and respectfully with the individual, in an appropriate time, place and manner, seeking to resume communications on a civil basis.

**Step 2:** If direct, personal contact with the individual is not advisable, or does not produce a satisfactory result, the student should ask a teacher or administrator to facilitate a conversation between the student and the individual perceived to have been uncivil. Such a facilitated conversation should occur with the knowledge of the student's parent/guardian and should focus on the expectation of civility and requirements for achieving civil exchanges in the future.

**Step 3:** At any time after Steps 1 and 2 have been attempted, if it is determined that civil communications and appropriate problem-solving cannot be restored between/among the individuals affected, the administrator may modify the conditions under which the individuals interact with one another and may suggest or require the use of additional resources to help address needs.

Any FCSS employee may:

- a. Verbally inform and/or counsel a fellow employee, other agency employee/representative, parent/guardian or member of the public, who engage in unacceptable or disruptive behavior, to act and communicate civilly;
- b. Provide a written copy of this policy to a fellow employee, another agency employee/representative, parent or member of the public who engages in unacceptable or disruptive behavior;
- c. Terminate a meeting, conference, telephone conversation or exchange with a fellow employee, other agency employee/representative, parent/guardian or member of the public who engages in unacceptable or disruptive behavior; and/or
- d. Report any incident involving unacceptable or disruptive behavior to his or her immediate supervisor, Department/Program Administration, Assistant Superintendent, Human Resources, or designee.

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Note: At all times, the Assistant Superintendent, Human Resources/designee shall be a resource to any employee whose working relationship to the individual perceived to have been uncivil creates an unusual obstacle to problem-solving.

**Retaliation toward any person making proper use of this Superintendent Policy is unacceptable and will not be tolerated.**

Adopted: 09/01/2015

Amended: 09/17/2019, 10/11/2021

## References

Fresno County Superintendent of Schools | Fresno County Board of Education - Philosophy, Goals, Objectives and Comprehensive Plans:

- NO. 0000 VISION
- NO. 0100 PHILOSOPHY
- NO. 0410 NON-DISCRIMINATION IN COUNTY SUPERINTENDENT AND COUNTY BOARD PROGRAMS AND ACTIVITIES
- NO. 0415 EQUITY

## FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

**Personnel****PROHIBITION OF PUPIL DISCRIMINATION, HARASSMENT, RETALIATION AND/OR SEXUAL HARASSMENT**Policy Statement:

The Fresno County Superintendent of Schools ("FCSS") is committed to maintaining a learning environment that is free from any form of discrimination, harassment and retaliation. The FCSS prohibits the unlawful harassment of, or discrimination and retaliation against, any pupil by any employee, pupil, or other person at school or at any school related activity.

Except for student complaints that constitute unlawful sexual harassment within the definitions set forth under Title IX of the Educational Amendments of 1972 that will be processed under Superintendent Administration Regulation 5145.71 and Superintendent Policy SP HR-1315, the following will be the procedure to ensure that pupils are free from all other forms of discrimination, harassment and retaliation. The procedures further provide a mechanism for the reporting and resolution of unlawful discrimination, harassment, and retaliation complaints.

**QUICK LINKS**[Supervisor Report of Pupil Incident/Complaint](#)[Pupil Complaint Form](#)[Pupil Appeal Form](#)

The FCSS designates the following position as the Compliance Coordinator for nondiscrimination in FCSS educational programs and activities:

Assistant Superintendent, Human Resources  
Office of the Fresno County Superintendent of Schools  
1111 Van Ness Avenue  
Fresno, CA 93721-2000  
(559) 265-3000  
[lgabriel@fcoe.org](mailto:lgabriel@fcoe.org)

**PROHIBITION OF PUPIL DISCRIMINATION AND HARASSMENT**

The FCSS recognizes the right of every pupil to be free from discrimination, harassment, retaliation, violence, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The FCSS further declares its intent to act promptly, visibly and vigorously to eliminate such activity from the school environment.

**EDUCATION EQUITY**

The FCSS shall:

- Apply no rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.
- Not exclude or deny any student from any educational program or activity solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, but may require a student to obtain the certification of a physician or nurse

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**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS**

practitioner that the student is physically and emotionally able to continue participation in the regular program or activity.

- Ensure that pregnant students and parenting male or female students are not excluded from participation in their regular school programs or required to participate in pregnant-student programs or alternative educational programs.
- Ensure that pregnant/parenting students who voluntarily participate in alternative programs are given educational programs, activities and courses equal to those they would have been in if participating in the regular programs.
- Treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disability.

**DISCRIMINATION**

Discrimination is defined as treating people in some way differently than other people not in the same category. The basic categories include, but are not limited to, unlawful discrimination against and/or harassment of pupils on the basis of actual or perceived race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, medical condition, sex, gender, gender identity, gender expression or sexual orientation.

**HARASSMENT**

Harassment includes, but is not limited to, derogatory comments, offensive jokes, unwelcome physical contact, or persistently annoying conduct that interferes or creates an unpleasant/offensive-learning environment. This includes, but is not limited to, such conduct relating to or directed toward persons, on the actual or perceived basis of a particular race, national origin, religion, color, sex, gender, gender identity, gender expression, sexual orientation, physical or mental disability.

Examples of unlawful discrimination or harassment of a pupil include, but are not limited to,

1. Slurs, threats or verbal abuse;
2. Derogatory or degrading comments descriptions, drawings, pictures or gestures;
3. Unwelcome jokes, stories, teasing or taunting;
4. Any other verbal written, visual or physical conduct against the pupil which:
  - a. Adversely affects his/her employment; or
  - b. Has the purpose or effect of unreasonably interfering with the pupil's ability to learn or creating an intimidating, hostile or offensive learning environment.

**SEXUAL HARASSMENT**

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

Student complaints that allege unlawful sexual harassment within the definitions set forth under Title IX of the Educational Amendments of 1972 will be processed under Superintendent Administration Regulation 5145.71 and Superintendent Policy SP HR-1315.

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**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS**

Sexual Harassment includes, but is not limited to: unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature constitutes sexual harassment when:

1. Submission to the conduct is made either an explicit or implicit term or condition of academic status or progress;
2. Submission to, or rejection of, the conduct is used as the basis for academic decisions affecting a pupil;
3. The conduct has the purpose or effect of unreasonably interfering with the pupil's work performance, or of creating an intimidating, hostile or offensive learning environment;
4. Submission to, or rejection of the conduct is the basis for any decision affecting benefits, services, honors, programs or other available activities.

**EXAMPLES OF SEXUAL HARASSMENT**

Sexual harassment includes, but is not limited to:

1. Making unsolicited written, verbal or physical contact of a sexual nature;
2. Continuing to express sexual interest after being informed that the interest is unwelcome;
3. Engaging in reprisals, threats of reprisal, or implied threats of reprisal following a negative response to sexual overtures;
4. Engaging in implicit or explicit coercive sexual behavior, which is used to control, influence or affect the career, grade, and/or learning environment of another pupil;
5. Being made to feel uncomfortable or isolated for not participating or responding to sexual jokes, cartoons, or comments;
6. Spreading of sexual rumors;
7. Limiting a pupil's access to educational tools;
8. Displaying sexually suggestive objects.

**COMPLIANCE**

FCSS shall avoid/resolve any act or actions, implied or explicit that may suggest, discrimination, harassment or retaliation. The County Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of discrimination, harassment, or retaliation. The FCSS will not tolerate discrimination, harassment or retaliation of any kind and will take appropriate disciplinary action whenever such discrimination, harassment or retaliation is demonstrated. Any individual who engages in such conduct contrary to this policy may be personally liable in any legal action brought against him or her.

Any pupil or staff member who engages in the discrimination, harassment or retaliation of anyone attending classes at or who is on FCSS staff will be subject to disciplinary action up to and including expulsion or dismissal.

**RETALIATION PROHIBITED**

FCSS encourages students and staff to file discrimination, harassment, or retaliation complaints to ensure that such unacceptable conduct is fully eradicated. Moreover, retaliation against any pupil or other person who chooses to exercise the right to file a discrimination or harassment complaint or for participating in the investigation of such complaints is strictly prohibited.

To avoid retaliation and the appearance of retaliation, pupils/FCSS staff are directed:

1. To refrain from taking any action, which dissuades any person from exercising the right to file a discrimination, harassment and/or retaliation complaint.

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**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS**

2. To keep confidential the facts of any complaints or investigation made pursuant to this policy, including the identity of any witnesses or any facts, which disclose the identity of the claimant(s), or witness(s).
3. The person against whom a complaint has been filed is directed not to communicate with any complainant, witness or other person involved in any complaint whether in person, by mail, e-mail, telephone or through any intermediary.

**REPORTING COMPLAINTS**

Any pupil who feels that he/she has been discriminated against harassed or retaliated against shall immediately report the incident to his/her teacher, site administrator, other staff member or the FCSS Compliance Officer.

**COMPLAINT PROCESS**

The County Superintendent expects pupils or staff to immediately report incidents of discrimination, harassment or retaliation to the pupil's teacher, site administrator, other staff member or the FCSS Compliance Officer. FCSS staff members have the responsibility to immediately notify the FCSS Compliance Officer of the incident.

**Note:** If the teacher, Principal or site administrator is involved in the reported conduct, or, if for some reason the pupil feels uncomfortable about making a report to his or her teacher, Principal or site administrator, the report should be made to the Assistant Superintendent, Human Resources. .

The following procedures shall be used when a pupil alleges a specific action in violation of this policy has occurred:

1. Site Administrator is to gather accurate, complete information to ensure an immediate and thorough investigation of the complaint. Site Administrator is to document information volunteered by the complainant on the "Prohibition of Pupil Harassment Supervisor Report of Incident/Complaint" form.
2. Site Administrator is to submit written report of concern to Program Administrator, and Assistant Superintendent, Human Resources
3. The Program Administrator, and the Assistant Superintendent, Human Resources will review the information gathered by the supervisor along with the supervisor's recommendation.
4. Appropriate and immediate action will be taken if the County Superintendent's nondiscrimination, harassment, and retaliation policy has been violated.
5. The supervisor shall counsel the pupil and outline possible options for informal/formal resolution of the complaint.
6. No action will be taken against a pupil for filing a complaint.
7. The pupil filing the complaint will be notified of the outcome of the investigation.

**INFORMAL /FORMAL INVESTIGATION**

The appropriate Program Administrator shall counsel the pupil and outline possible options for informal resolution of the complaint. The Site Administrator will review facts, impact of conduct, efforts to correct and recommended resolution by pupil. Should informal resolution be achieved, the Site Administrator shall follow up with the pupil to ensure that the behavior(s) initially generating the complaint have been corrected and that there is not a likelihood of recurrence.



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If informal resolution of the complaint is not quickly achieved, the Assistant Superintendent, Human Resources shall conduct an appropriate investigation. An appropriate investigation may include interviewing the complainant, the accused, witnesses, and other suspected victims.

A formal complaint shall be in writing, signed by the pupil, and completed on a form prescribed by FCSS.

**INVESTIGATION/REPORTING AND DECISION**

A comprehensive investigation will be conducted to gather information that supports a fair and just decision. Upon completion of the investigation, the Deputy Superintendent, Business Services or designee shall render a determination as to whether the alleged conduct constitutes discrimination, harassment and/or retaliation. The Deputy Superintendent – Business Services shall look at the record as a whole, and the totality of the circumstances, including the nature of the alleged harassment, discrimination, or retaliation, the context in which the alleged incidents occurred, and the perspective of the victim.

**REMEDIAL ACTION**

If the investigation reveals there is reasonable cause to believe that discrimination, harassment or retaliation has occurred, the FCSS shall take appropriate action to ensure that the discrimination, harassment and/or retaliation ceases and will not recur.

**APPEAL PROCESS**

Following the complainant's receipt of the report and recommended disposition of the complaint by the Deputy Superintendent, Business Services or designee, the complainant may, if not satisfied by the report or the recommended disposition, appeal the matter to the County Superintendent. The complainant's appeal shall be in writing, signed by the complainant and completed on a form prescribed by the FCSS. The appeal shall state specifically the reasons why the complainant is dissatisfied with the report and recommended disposition by the Deputy Superintendent, Business Services or designee.

The County Superintendent shall review the basis for the complainant's appeal and make a decision based on the record presented. The County Superintendent reserves the rights to determine if it is necessary to collect additional information and/or to accept or modify the final disposition and action implemented as a result of the complaint.

**CONFIDENTIALITY**

All FCSS employees involved in processing discrimination, harassment or retaliation complaints shall endeavor in good faith to protect the privacy of all involved parties. Discussions among FCSS employees regarding discrimination, harassment or retaliation complaints shall be prohibited unless necessary to process and/or investigate the facts surrounding the complaint. FCSS staff members shall not have access to files concerning discrimination, harassment or retaliation complaints unless the employees are assigned to process and/or investigate the complaint. FCSS files pertaining to discrimination, harassment or retaliation complaints shall not be made available to the general public. All matters pertaining to the filing, investigation, and resolution of discrimination, harassment or retaliation complaints shall be confidential.



**FRESNO COUNTY SUPERINTENDENT OF SCHOOLS****ENFORCEMENT**

A violation of the FCSS' policy prohibiting discrimination, harassment and/or retaliation shall constitute just cause for discipline, up to and including expulsion and/or dismissal, and shall be deemed to be a violation of or refusal to obey state law and the policies and regulations of the County Superintendent. The FCSS or designee shall take appropriate actions to reinforce the County Superintendent's discrimination, harassment and retaliation policy. As needed, these actions may include any of the following:

1. Providing staff inservice and pupil instruction or counseling.
2. Notifying parents/guardians.
3. Notifying child protective services.
4. Taking the appropriate disciplinary action.

Adopted: 04/07/1997

Amended: 04/11/2003; 08/31/2005; 10/05/2007; 04/14/2010; 04/04/2011; 04/16/2012;  
10/22/2013; 02/23/2016; 08/14/2020;10/1/2020

**References:**

Education Code 48980 (h)

Education Code 212.6

Superintendent Administration Regulation 5145.71

Superintendent Policy SP HR-1315

# Positive Behavioral Interventions and Supports (PBIS)

## Summary

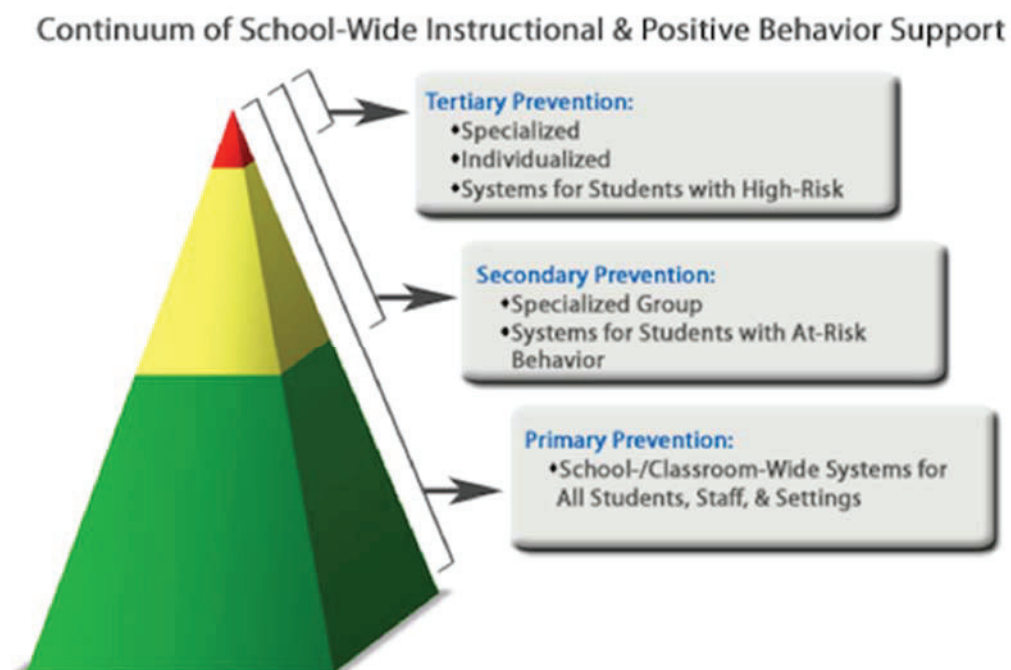
The School Wide Positive Behavior Intentions and Support (SWPBS) refers to a systems change process for an entire school or district. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject.

Typically, a team of approximately ten representative members of the school will attend a two or three day training provided by skilled trainers. This team will be comprised of administrators, classified, and regular and special education teachers.

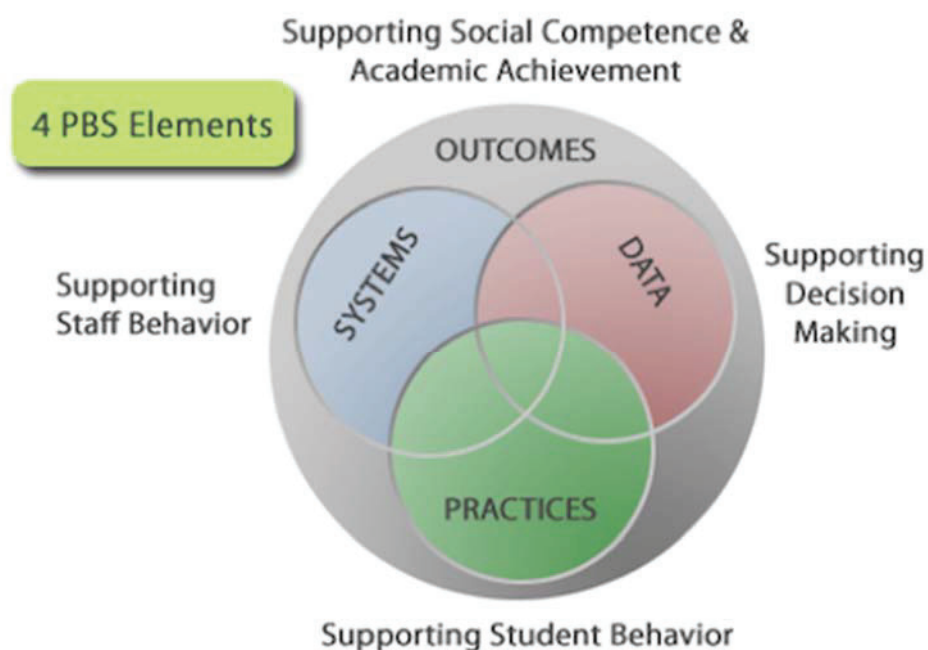
The school will focus on three to five behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, the school will focus on the preferred behaviors. Here are some examples from other schools:

- Respect Yourself, Respect Others, and Respect Property
- Be Safe, Be Responsible, Be Respectful
- Respect Relationships and Respect Responsibilities

After the SWPBS team determines the three to five behavioral expectations that suit the needs of their school, they will take this information back to the staff to ensure at least 80% of the staff buy into the chosen expectations. Consistency from class to class and adult to adult is very important for successful implementation of SWPBS.



The school-wide PBIS process emphasizes the creation of systems that support the adoption and implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- Practices: interventions and strategies that are evidence based.
- Data: information that is used to identify status, need for change, and effects of interventions.
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS.

#### Summary of Prevention and Early Intervention (PEI):

The County of Fresno, on behalf of the Department of Behavioral Health (DBH), Mental Health Services Act (MHSA) is providing funding for Behavioral Interventions and Supports at schools to develop and implement PBIS in grades K-12 in Fresno County schools.

In addition, Fresno County encourages the ongoing collaboration of various community members and service providers to further facilitate the delivery of prevention and early intervention and other mental health services and activities to those unserved and underserved in kindergarten through twelfth grade within Fresno County.

The intent of this project is to provide funds for positive behavioral support and mental health prevention and early intervention services in a school setting to children and youth, kindergarten through eighth grade. The State Department of Mental Health PEI guidelines specifically limits how these funds may be used. The funding for PEI services and activities integrated at school settings is limited to behavioral supports and principles, social emotional skills, positive reinforcements, positive and preventative and intervention strategies.

*\* Information on this site is compiled from Office of Special Education Program (OSEP)  
Technical Assistance Center for Positive Behavioral Interventions and Support*

# Appendices

**Appendix A – Alice M. Worsley School**.....

**Appendix B – Beth Ramacher Educational Complex** .....

**Appendix C – Career Technical Education Charter High School**.....

**Appendix D – Monte Vista** .....

**Appendix E – Sutherland Center** .....

**Appendix F – Violet Heintz Education Academy** .....

Documents Located in Each Appendix:

- SOP #813 – Emergency Procedures*
- Site Phone Directory*
- School Site Map(s)*
- Standardized Emergency Management System (SEMS) Implementation*
- Incident Action Plan Template*
- Safe School Leadership Team*
- Reunification Plan*
- Plan Exercise Checklist*
- Site-Specific Dress and Grooming Policies (if any)*
- Site’s Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School (Bus, Drop-off/Loading, Visitor Check-in Procedures, Maps, etc.)*
- Site-Specific Discipline Rules / Policies (if any)*
- Site’s Discussion on Safe and Orderly Environment Conducive to Learning (e.g. School Culture, Physical Conditions, Goals, etc.)*
- Site’s Tactical Response Protocols*

# Appendix A

Alice M. Worsley School

**FRESNO COUNTY OFFICE OF EDUCATION  
EMERGENCY PROCEDURES  
STANDARD OPERATION PROCEDURE #813**

**Effective 01/13/97**

**Revised 10/9/13**

Initiated by Jeff Becker

Approved by Jan Biggs

The following are procedures that are to be adhered to in the event of an emergency. A copy of each procedure will be posted in a flip chart and placed on all employee bulletin boards.

1. [Emergency Telephone Numbers](#)
2. [Emergency Fire Procedure](#)
3. [Evacuation Procedure](#)
4. [Bomb Threat Call Instructions](#)
5. [Defibrillator Policy](#)
6. [Emergency 1<sup>st</sup> Responder Kits](#)
7. [Emergency Lockdown Procedure](#)
8. [Power Outage Procedure](#)
9. [Earthquake Procedure](#)



## EMERGENCY POLICIES & PROCEDURES

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### EMERGENCY TELEPHONE NUMBERS

|                              |                 |
|------------------------------|-----------------|
| <b>EMERGENCY</b>             | <b>DIAL 911</b> |
| <b>Ambulance</b>             | 443-5900        |
| <b>Fresno Fire</b>           | 621-4000        |
| <b>Fresno Police</b>         | 621-7000        |
| <b>Fresno County Sheriff</b> | 488-3939        |
| <b>Poison Control</b>        | 1-800-222-1222  |
| <b>CAL OSHA</b>              | 445-5302        |

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### MEDICAL TREATMENT FACILITIES

**Concentra Urgent Care Facilities**  
 7265 N. First Street, Suite 105: 431-8181  
 2555 S. East Ave, Fresno: 499-2400

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### EMERGENCY FIRE PROCEDURE

**If the fire is in your area:**

1. Activate the fire alarm at the nearest manual pull box station as shown on posted diagram. (Some sites have fully automated fire alarm systems and do not have pull box stations).
2. Call the fire department - **Dial 911**.
3. Use a portable fire extinguisher to fight the fire, if possible.
4. If unable to put out the fire, evacuate the building immediately, closing doors on your way out. Follow the **Evacuation Procedure** listed below.

**If the fire is NOT in your area:**

1. Evacuate the building immediately when alarm sounds. Follow the **Evacuation Procedure** listed below.

### EVACUATION PROCEDURE

2. Do not use elevators.
3. Using the front or back stairs (if applicable) and doors, proceed directly to the designated assembly area. Close doors behind you.
4. Be sure to take purses, wallets, or other personal valuables with you, if safe to do so.
5. Do not attempt to reenter the building until instructed.
6. Keep clear of all emergency vehicles and equipment.
7. If unable to descend the stairs, remain in the stairwell until help arrives.
8. Upon evacuating the building, immediately report to your site's designated evacuation coordinator.
9. Remain in the designated assembly area until further instructions are received.

### BOMB THREAT CALL INSTRUCTIONS

1. **TIME:** Note the time the call is received and the time the call terminates.
2. **WHERE:** Ask exactly where the bomb is located.
3. **WHAT:** Ask what the bomb is made of and what type of detonation device it has.
4. **WHEN:** Ask when the bomb is due to explode.
5. **Who:** Ask who is calling or say "I'm sorry, I didn't get your name."
6. Get the attention of someone near you and have them notify the site administrator.
7. Try to determine if the caller is male or female.
8. Listen for an accent, background noise, or other sounds that might provide clues to who is calling and where the call is coming from.
9. When the caller hangs up, immediately write down everything that was said while it is fresh in your mind, and report to the site administrator.

### DEFIBRILLATOR POLICY

- An AED (defibrillator) is to be used on an unconscious person without signs of circulation to increase the immediate chance of survival of the victim.
- The procedure for defibrillation will be attached to each AED and sent to employees annually.
- Following use of the AED, notify the Director of Health Services.
- The AEDs are to be checked monthly by the maintenance staff.





## EMERGENCY POLICIES & PROCEDURES

### AED DEFIBRILLATOR LOCATIONS:

- **Van Ness**
  - 1<sup>st</sup> Floor - by Elevator
  - 2<sup>nd</sup> Floor - Outside room 270
- **Towers Building**
  - 1<sup>st</sup> Floor - Hallway next to 101
  - 3<sup>rd</sup> Floor - by Elevator
  - 4<sup>th</sup> Floor - by Elevator
  - 5<sup>th</sup> Floor - by Elevator
  - 6<sup>th</sup> Floor - by Elevator
  - 7<sup>th</sup> Floor - by Elevator
  - 8<sup>th</sup> Floor - by Elevator
- **Other Locations**
  - Ramacher
  - Sutherland
  - Scout Island
  - Fresno ROP
  - Monte Vista
  - Kermit Koontz Education Complex
  - Channing Court
  - Venture Bay
  - Violet Heintz Education Academy

### EMERGENCY 1<sup>ST</sup> RESPONDER KITS

Emergency 1<sup>st</sup> Responder Kits are provided and maintained by the Facilities & Operations Department at the Downtown site. For other site locations, contact your site administrator.

Kits should only be accessed in case of an emergency. First aid supplies and tools located inside should not be used except in case of an emergency.

### Emergency 1<sup>st</sup> Responder Kit Locations:

- **Van Ness**
  - 1<sup>st</sup> Floor: Room 127
  - 2<sup>nd</sup> Floor: Room 234 & Lunchroom
  - 3<sup>rd</sup> Floor: Room 326
- **Tower's Building**
  - 1<sup>st</sup> Floor: Hallway next to 101
  - 2<sup>nd</sup> Floor: Room 211
  - 3<sup>rd</sup> Floor: Room 316
  - 4<sup>th</sup> Floor: Room 418
  - 5<sup>th</sup> Floor: Room 519
  - 6<sup>th</sup> Floor: Room 617
  - 7<sup>th</sup> Floor: Room 722
  - 8<sup>th</sup> Floor: Room 814
- **Other Locations- See site administrator**

### EMERGENCY LOCKDOWN PROCEDURE

1. Upon an emergency lockdown alert, proceed directly to your designated lockdown area, if safe to do so.
2. If you are unable to access the designated lockdown area, find a safe place to hide and stay quiet.
3. Evaluate your work area and assist employees into the lockdown area.
4. Secure the lockdown area door once everyone is inside.
5. Stay away from doors and windows.
6. Turn off lights.
7. Close window blinds or coverings.
8. Take cover behind something solid, if available.
9. Remain absolutely quiet.
10. Do not use cell phones unless necessary to communicate regarding the incident. Cell phones should be shut off or put on silent.
11. Do not leave the lockdown area until the area has been cleared and you are instructed by authorized personnel.

### POWER OUTAGE PROCEDURE

1. Remain at or return to your duty station.
2. Shut off all equipment.
3. Do not wander around or leave the building.
4. Await instruction.

### EARTHQUAKE PROCEDURE

1. **DROP, COVER, & HOLD ON!** Drop to the floor and take cover under a sturdy desk or table. Cover your head with your arms. Hold on to the table/desk, even if it moves. If a table is not available, be sure to cover your head and keep it protected.
2. After shaking has stopped, locate the Emergency 1<sup>st</sup> Responder Kit in your area.
3. Await further instruction from authorized personnel.





Redacted per Ed Code section 32281(f)(1)

JUVENILE JUSTICE CAMPUS  
EMERGENCY EVACUATION PLAN

Secure Hallway  
to Building 702

SECONDARY ROUTE

EXIT TO AREA 50' AWAY FROM

Redacted per Ed Code section 32281(f)(1)

Re

## JUVENILE JUSTICE CAMPUS

Redacted per Ed Code section 32281(f)(1)

## **Standardized Emergency Management System (SEMS)**

### **Authorities and References**

School administrators have the responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood, or a terrorism incident. Developing emergency operations plans and training staff in emergency response procedures is required by law. The Katz Act of 1984 [Sections 35295-35297 of the California Education Code] requires that schools plan for earthquakes and other emergencies. The Petris Bill of 1992 [Section 8607 of the California Government Code] requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). This necessitates that the principles of SEMS be incorporated in plans, that all school personnel be trained in how the system works, and that schools have drills and exercises in order to practice using the system. In 2004, pursuant to Homeland Security Presidential Directive Number 5, the federal government adopted a National Incident Management System (NIMS) "to provide a consistent nationwide approach for federal, state, and local governments to work effectively together to prepare for, prevent, respond to and recover from domestic incidents, regardless of cause, size, or complexity." Because NIMS explicitly includes school districts in its definition of "local government," it is clear that schools must comply with both SEMS and NIMS requirements as they plan, train, and respond to emergencies.

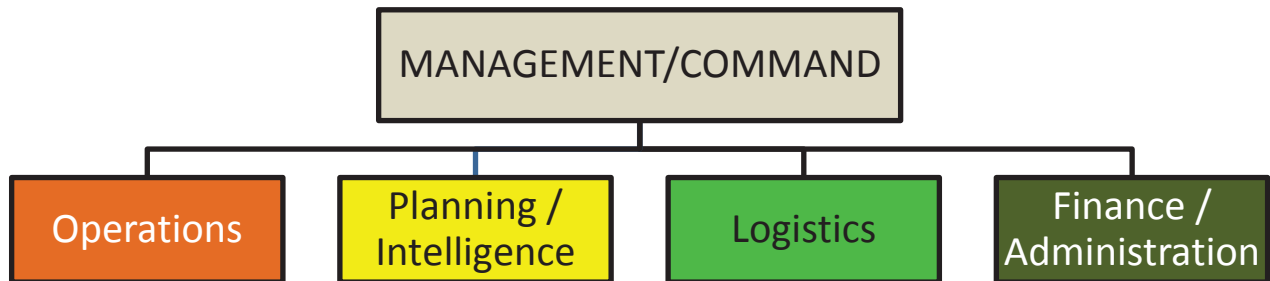
Fortunately, NIMS is based largely on the same management principles embodied by California's SEMS. This means that with but a few minor exceptions, compliance with SEMS will ensure NIMS compliance as well. Therefore, except where otherwise noted, the term SEMS will be used in this document to cover principles and procedures that are common to both California and federal emergency management systems.

### **Emergency Organization Using SEMS**

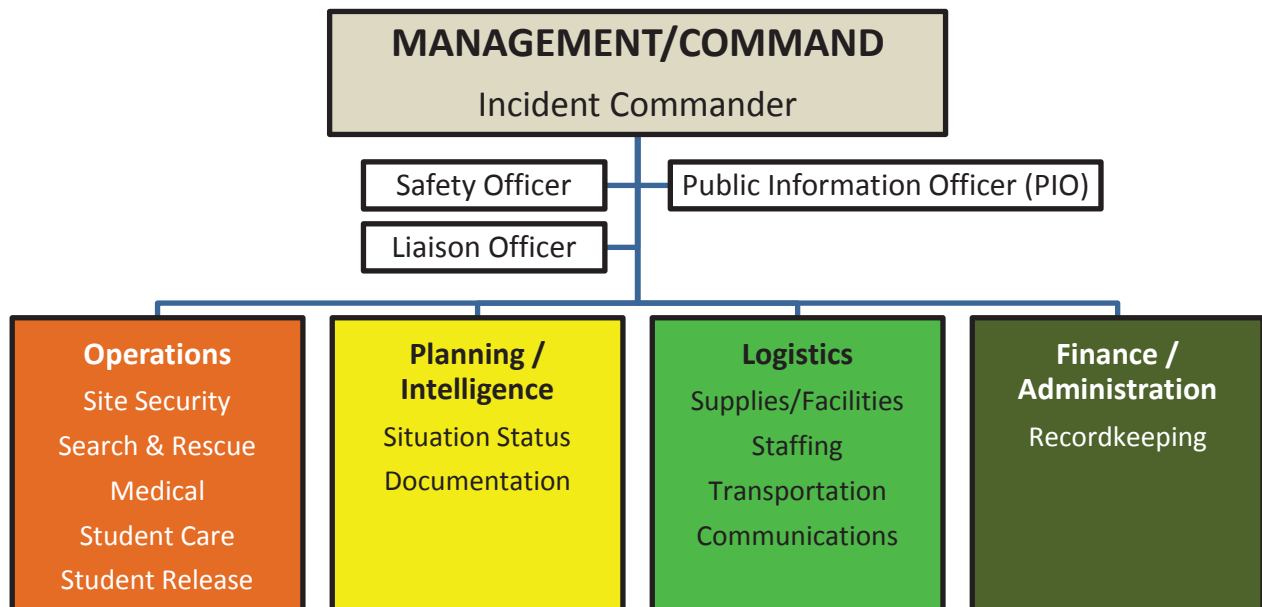
California's SEMS is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: MANAGEMENT/COMMAND; PLANNING/INTELLIGENCE; OPERATIONS; LOGISTICS; AND FINANCE/ADMINISTRATION.

These five functions, together with their sub-functions, entail all the tasks involved in any emergency response. They may be performed by a few people or by many, depending on the size of the emergency and the human resources at hand. These five functions should constitute a basic structure for pre-designated Emergency Management Teams at the school site. Section 3 of this Emergency Operations Plan describes the specific roles and responsibilities of each staff member assigned to the school's Emergency Management Team.

The SEMS emergency organization structure is a modular one that starts at the top and can expand to address the needs of the situation, as need and available personnel increase or decrease. For example, a small school may have one person perform more than one function. A medium sized school may have one person per function, and a large school may need to have more than one person for some functions. The structure can expand and contract, as necessary and based on available personnel. The specific organizational structure established for any given incident will be based on the management needs of the incident and the resources available to the school.



Each one of the five functions has certain roles and responsibilities during a disaster or school emergency. The Management function oversees response activities in consultation with the coordinators of the Operations, Planning / Intelligence, Logistics and Finance / Administration Sections. Each of these Sections, in turn, has a team or teams tasked with implementing very specific components of the school emergency response plan. These teams and their affiliate sections are outlined in the chart, below.



## **Guidelines for Staffing SEMS Positions in FCOE**

Staffing Emergency management teams should be planned for in light of the specific circumstances and capabilities of the individual school sites. A school can tailor the exact arrangement of components to itself, as long as the five functions are covered somehow.

The organizational flexibility of SEMS is based on three principles:

1. Only those functional elements that are required to meet the current objectives of a specific incident need to be activated. For example, not every incident may require Search and Rescue teams.
2. All elements of the organization can be arranged in various ways within or under the five essential SEMS functions. For example, a single person may be designated to fill more than one function.
3. The duties of any non-activated element of the organization will be the responsibility of the next highest element in the organization. For example, the Incident Commander is responsible for the duties of ALL five functions until staff are assigned and available.

Bearing these principles in mind, the following guidelines are offered for staffing the five primary SEMS functions at your school.

### **Management**

This function is typically staffed by the school Principal/Administrator/designee, as the Incident Commander. In the absence of the Principal, the Incident Commander role can be filled by an Assistant Principal, Secretary, Librarian, or any trained administrator designated in the chain of command.

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. The Incident Commander may be assisted in carrying out the management function by a Public Information Officer, Safety Coordinator, and Agency Liaison (unless Incident Commander decides to also fill one or more of these roles).

### **Operations**

This function is typically staffed by facilities/maintenance staff, instructional staff, and/or nurses.

Under SEMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, student care, search and rescue, site



security, damage assessment, evacuations, and the release of students to parents. In this Plan, these activities are performed by the following teams, under the direct supervision of the Incident Commander, unless an Operations Section Chief is assigned: “Medical,” “Site Security,” “Search and Rescue,” “Student Care,” and “Student Release.”

### **Planning / Intelligence**

This function is typically staffed by instructional or administrative staff, including librarians, computer center managers, or teacher’ aides.

During an emergency, the SEMS Planning function involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This knowledge and understanding about the situation at hand is vital to the effective management of a response. Under SEMS, this function is supported by two staff members, one involved with “Documentation” and the other with “Situation Analysis.” Both of these positions, if assigned at the discretion of the Principal/designee, will report directly to the Incident Commander unless a Planning Section Chief is assigned.

### **Logistics**

This function is typically staffed by facilities, instructional, or administrative staff.

The Logistics function of SEMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. In this Plan, these activities are performed by staff members or units designated as “Supplies and Facilities,” “Staffing,” and “Communications.” They report directly to the Incident Commander unless a Logistics Section Chief is assigned.

### **Finance/Administration**

This function is typically staffed by administrative or clerical staff.

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. In this Plan, these activities may be performed by a “Documentation” position which reports directly to the Incident Commander unless a Finance/Administration Section Chief is assigned.

### **The Incident Command Post**

The Incident Command Post (ICP) is the school’s incident “headquarters,” a location where the primary coordination and management functions are executed. The most important

consideration is that the ICP have enough space for the Incident Command staff and four Section Chiefs to set up and proceed with emergency response coordination. This requires a working communications system (if available), tables and chairs to work from, good lighting, writing supplies, and display areas (for maps, plans, assignments, etc.).

Possible locations for the ICP include the school office, gymnasium, cafeteria, or yard area. It may be desirable to locate the ICP such that the full emergency assembly area is in view, while maintaining adequate separation from students, evacuation assembly areas, medical treatment areas, and student release areas. Each school should pre-designate a primary and alternate ICP.

### **The Incident Action Plan**

The Incident Action Plan (IAP) is a simple plan to provide all supervisory personnel with direction for actions during a specified operational period (usually 12 or 24 hours). The IAP is developed by the Incident Commander and/or the Planning Section Chief, with input from management staff and the Section Chiefs. The IAP should define the strategic objectives reflecting the overall incident response strategy, and then lay out specific actions needed to attain each strategic objective. The actions should be more specific than the objectives and, like lesson plans, they should be clear and measurable. The IAP should designate the resources, personnel, and support required to achieve the actions within the specified time frame.

There is no single way to write an IAP, but it may help to follow the Incident Action Plan Template provided at the end of this section. But remember, forms are provided to assist you, not to confuse you. Elements that may be included in the IAP include:

- **Overall Strategic Objectives** – These should be limited in number, generally not more than four or five per operational period.
- **Designate Date and Operational Period** – Each IAP covers a specific time frame, usually 12 or 24 hours. They must be dated and kept for documentation.
- **Organization** – Describe what positions of the Standardized Emergency Management System will be staffed in the next operational period.
- **Actions and Assignments** – A concise description of the actions to be achieved, and the names of the individuals who will be assigned to each.
- **Supporting Materials** – Examples: a map of the school and/or incident, a communications plan (cell phone numbers, radio frequencies, etc.), a medical plan, a traffic plan, list of special precautions.

### **Activation of the Emergency Operations Plan**

A basic principle of SEMS is that every emergency incident requires a person in charge. In SEMS terminology, this person is called the INCIDENT COMMANDER. At all times there must be a staff person designated to fill this role, even if it is the only role assigned. At the school level, this position is typically filled by the School Administrator (most often the Principal or designee) until such time that the fire department, police, or other responding agencies arrive on campus.

Until such help arrives, and unless the Incident Commander delegates some emergency response duties to others, the Incident Commander is responsible for ALL tasks necessitated by the emergency, including management, operations, planning, logistics, and finance/administration.

The Incident Commander or designee has the sole authority to activate the school's Emergency Operations Plan, including mobilization of the School Emergency Management Team and establishment of an Incident Command Post. There are several circumstances under which s/he may decide to do so:

1. Professional emergency responders are unavailable (e.g., in a major disaster where all emergency personnel are committed elsewhere, schools may be "on their own" for hours, or even days).
2. Professional emergency responders need additional help (e.g., with search and rescue, student care, dealing with parents, etc.).
3. To prepare and plan for an anticipated emergency (e.g., a pandemic).
4. To prepare for a major planned non-emergency activity (e.g., community events, multiagency drills or exercises, etc.).

### **Mutual Aid Process**

SEMS is a standard organizational model that is used at every level of government in the State of California. Within SEMS there are five organizational levels:

- 1) State level
- 2) Regional level
- 3) The Operational Area (Fresno County)
- 4) Local Government (cities and towns)
- 5) Field Level (school sites)

This model is based on a "mutual aid system" that is designed to ensure that adequate resources, facilities, and other support are provided to jurisdictions whenever their own resources prove to be inadequate to cope with a given situation. In SEMS, all activity is generated from the bottom up. At each level there is the expectation that all resources available at this level will be utilized before requesting resources from the next level up.

A school site is defined as the "field level." This is the level at which staff actually work with the injured, the building damage, the search and rescue, and all other activities directly related to the results of the emergency. When schools are impacted by an emergency or disaster, each affected school site establishes an ICP to develop and direct a coordinated emergency response. As school ICP staff identify needs for additional resources (personnel, equipment, supplies, etc.) they forward resource requests to a Schools' Branch Director in an Emergency Operations Center (EOC) at the next highest organizational level.

In Fresno County, the specific EOC contacted varies by geographic location of the affected school site. Schools located within incorporated cities or towns contact the local City or Town EOC. Schools located within unincorporated areas of the county contact the Fresno EOC.

### **Unified Command**

The control and response to campus emergencies is the sole responsibility of the School Emergency Management Team until professional emergency responders arrive. Once they arrive on campus, incident command transitions to “Unified Command.” Unified Command is a cooperative effort that allows all agencies with responsibility for the incident (e.g., school, fire, police etc.) to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.

The transition to Unified Command is initially facilitated by an on-site briefing of first responders by the school’s Incident Commander and Emergency Management Team. Following the initial briefing the school’s Incident Commander will work closely with representatives of each responding agency to plan and carry out response activities. This means that professional emergency responders will be coordinating emergency response activities in consultation with the School Emergency Management Team unless the school’s Incident Commander deems it too dangerous or unsafe for the School Emergency Management Teams to continue to participate.

Remember, first responders are professionals. Work with them and take your cues from them.

## Incident Action Plan Template

### **The following pages provide a template of preparing an Incident Action Plan (IAP)**

The IAP should be a simple plan to provide all supervisory personnel with direction for actions during a specified operational period (usually 12 or 24 hours). The IAP is developed by the Incident Commander and/or the Planning Section Chief, with input from management staff and the Section Chiefs. The IAP should define the strategic objectives reflecting the overall incident response strategy, and then lay out specific actions needed to attain each strategic objective. The actions should be more specific than the objectives, and like lesson plans, they should be clear and measurable. The IAP should designate the resources, personnel, and support required to achieve the actions within the specified time frame.



|  |  |                                    |   |
|--|--|------------------------------------|---|
| <b>INCIDENT ACTION PLAN</b>  |  | School/Site:                       |   |
| <b>FOR OPERATIONAL PERIOD:</b><br><b>FROM:</b> Date: _____ <b>To:</b> Date: _____<br>Time: _____ Time: _____ |  |                                    | <b>PREPARED ON:</b><br>Date: _____<br>Time: _____ |
| <b>MANAGEMENT STAFF</b>  |  | <b>OPERATIONS SECTION</b>          |   |
| Incident Commander:  |  | Operations Section Chief:          |   |
| Public Information Officer:  |  | Site Security Team Leader:         |   |
| Liaison Officer:   |  | Search & Rescue Team Leader:       |   |
| Safety Officer:  |  | Medical Team Leader:               |   |
|  |  | Student Care Team Leader:          |   |
|  |  | Student Release Team Leader:       |   |
|  |  |                                    |   |
| <b>PLANNING SECTION</b>  |  | <b>LOGISTICS SECTION</b>           |   |
| Planning Section Chief:  |  | Logistics Section Chief:           |   |
| Situation Analysis Unit:   |  | Supplies/Facilities Unit:          |   |
| Documentation Unit:  |  | Staffing Unit:                     |   |
|  |  | Communications Unit:               |   |
|  |  | Transportation Unit:               |   |
|  |  |                                    |   |
| <b>AGENCY REPRESENTATIVES</b>  |  | <b>FINANCE &amp; ADMIN SECTION</b> |   |
|  |  | Finance Section Chief:             |   |
|  |  | Recordkeeping Unit:                |   |
|  |  |                                    |   |
|  |  |                                    |   |
| <b>Approved by:</b>  |  | <b>Prepared by:</b>                |   |
| <input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this sheet.            |  |                                    |   |







**ACTION PLAN OBJECTIVES FOR TOMORROW (OR NEXT OPERATIONAL PERIOD)**

*To be determined by Incident Commander in consultation with Section Chiefs.*

|  |
|--|
|  |
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|  |
|  |
|  |
|  |

**SCHEDULED BRIEFINGS (Incident Commander/PLANS CHIEF/PIO)**

| Briefing Type | Frequency | Time | Location | Briefer |
|---------------|-----------|------|----------|---------|
|               |           |      |          |         |
|               |           |      |          |         |
|               |           |      |          |         |
|               |           |      |          |         |
|               |           |      |          |         |
|               |           |      |          |         |

**SCHEDULED MEETINGS (Incident Commander/PLANS CHIEF/PIO)**

| Meeting Type | Frequency | Time | Location | Facilitator |
|--------------|-----------|------|----------|-------------|
|              |           |      |          |             |
|              |           |      |          |             |
|              |           |      |          |             |
|              |           |      |          |             |
|              |           |      |          |             |
|              |           |      |          |             |





Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS), and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Program Manager may serve as both Incident Commander and Operations Officer, etc.

In the event of an emergency situation, the Safe School Leadership Team should report to a designated location to oversee and provide directions. The Program Manager and/or designee(s) in charge is to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Assistant Superintendent. Safe School Leadership Team is listed below.

### Safe School Leadership Team

|                          | Position Title                            | Name                                      |
|--------------------------|---|---|
| Management / Command     | Principal                                 | Joe Hammond                               |
|                          | Director, Juvenile Justice Campus         | Lori Willits                              |
|                          | Watch Commanders, Juvenile Justice Campus | Sheryl Robledo, Marisol Kaehler           |
| Operations               | Principal                                 | Joe Hammond                               |
|                          | Teacher on Special Assignment             | Felix Navarrette                          |
|                          | Watch Commanders, Juvenile Justice Campus | Watch Commanders, Juvenile Justice Campus |
| Planning / Intelligence  | Guidance Learning Specialist              | Nick Moreno                               |
|                          | Teacher on Special Assignment             | Debra Fulton                              |
|                          | Watch Commanders, Juvenile Justice Campus | Sheryl Robledo, Marisol Kaehler           |
| Logistics                | Guidance Learning Specialist              | Nick Moreno                               |
|                          | Teacher on Special Assignment             | Felix Navarrette                          |
|                          | Watch Commanders, Juvenile Justice Campus | Sheryl Robledo, Marisol Kaehler           |
| Finance / Administration | Principal                                 | Joe Hammond                               |
|                          | Teacher on Special Assignment             | Michelle Trevino                          |
|                          |   |   |
| Other                    |   |   |
|                          |   |   |
|                          |   |   |
|                          |   |   |

Redacted per Ed Code section  
32281(f)(1)

**Alice M. Worsley**

School Site

Redacted per Ed Code section 32281(f)(1)

Primary ICP Location

Redacted per Ed Code section 32281(f)(1)

Secondary ICP Location

## Reunification Plan

### Instructions

This section is not applicable to the school, located at the Juvenile Justice Campus.

School Site Alice M. Worsley

Reunification Location (must be able to accommodate all parents) \_\_\_\_\_

- Assign responsibilities to staff according to the Reunification Team chart on the next page.
- Select an appropriate location (per safety plan or other location that may be more appropriate given size of school). Consider entry, exit and ability to hold a significant number of people (e.g., multiple stations).
- Ensure that you have all of the appropriate documentation such as student sign-out sheets, emergency cards, reunification forms, as well as office supplies such as pens available.
- Post signs on tables to facilitate communications.
- Set up a photocopier (with power), telephone (or cell phones), a laptop and printer.
- Set up registration area with appropriate tables and signs:
  - a) One table for registration desk.
  - b) One table for reunification team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom).
  - c) One table for reunification team #2 (problem solving team).
  - d) Set up a few tables where parents will line up so that they can fill out forms while waiting. Place student release forms and pens on these tables.
  - e) One table at location where students will meet their parent(s).
- Have interpreters available as-needed.



## Reunification Form

Student Name \_\_\_\_\_

Student Grade \_\_\_\_\_ Student Cell Phone Number \_\_\_\_\_

Name of Person Picking Up Student \_\_\_\_\_

Phone Number of Person Picking Up Student \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**STAFF USE ONLY**

**Initials**

\_\_\_\_\_

Photo identification matches name of person picking up student.

\_\_\_\_\_

Person picking up student is listed on the emergency card.

## Reunification Form

Student Name \_\_\_\_\_

Student Grade \_\_\_\_\_ Student Cell Phone Number \_\_\_\_\_

Name of Person Picking Up Student \_\_\_\_\_

Phone Number of Person Picking Up Student \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**STAFF USE ONLY**

**Initials**

\_\_\_\_\_

Photo identification matches name of person picking up student.

\_\_\_\_\_

Person picking up student is listed on the emergency card.





## Plan Exercise Checklist

All staff shall be trained on the comprehensive school safety plan. (EC32280)

| Date | Time | Program Manager / Designee Signature |
|------|------|--------------------------------------|
|      |      |                                      |

Earthquake drills shall be administered at least once each school quarter in elementary schools and at least once each school semester in secondary schools. (EC32282(a)(B)(i)(II))

| Date | Time | Program Manager / Designee Signature |
|------|------|--------------------------------------|
|      |      |                                      |
|      |      |                                      |
|      |      |                                      |

Fire drills shall be administered at least once a month in elementary schools, at least four times each school year in intermediate schools, and not less than twice every school year in secondary schools. (EC32001)

| Month     | Date | Time | Program Manager / Designee Signature |
|-----------|------|------|--------------------------------------|
| June      |      |      |                                      |
| July      |      |      |                                      |
| August    |      |      |                                      |
| September |      |      |                                      |
| October   |      |      |                                      |
| November  |      |      |                                      |
| December  |      |      |                                      |
| January   |      |      |                                      |
| February  |      |      |                                      |
| March     |      |      |                                      |
| April     |      |      |                                      |
| May       |      |      |                                      |

Lockdown drills shall be administered at least once each school quarter.

| Time of Day         | Date | Time | Program Manager / Designee Signature |
|---------------------|------|------|--------------------------------------|
| Before/After School |      |      |                                      |
| Lunch               |      |      |                                      |
| Instructional Time  |      |      |                                      |

## Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School

Section EC32282(a)(2)(G)

**Alice M. Worsley**

### I. Pupils / Parents / Visitors

Please define the procedures for the daily ingress/egress of pupils, parents, and visitors. These include, but are not limited to, procedures for buses, drop-off/loading, and visitor check-in. Attach maps and additional pages as necessary.

#### PARENT/GUARDIAN, FORMER PUPILS AND COMMUNITY MEMBER INGRESS AND EGRESS

Upon arrival to the school office at 3333 E. American Ave Building 705, a secured entry, parents/guardians or former students should knock on the front door for assistance from school office personnel.

Community members who wish to visit the school are to contact the school office for the administrative assistant at (559) 600-4935 to request the required Visitor's Request for Clearance paperwork and procedures as set forth by the Fresno County Probation Department's Juvenile Justice Campus (FCPD-JJC) to begin the process for possible clearance. Upon receiving completed paperwork, school personnel will provide that to JJC assigned personnel, and the process will include a background check. JJC personnel will contact school personnel with the clearance outcome, and school personnel will then contact the requesting visitor.

Upon clearance, visitors are to sign in at the school office and then report to the respective building lobby, Building 703 or 705)for check in and for the temporary exchange of a driver's license or photo identification for a visitor's pass. The visitor's pass is to be returned to the respective lobby concluding the visit, and the personal identification will be returned. Per the Juvenile Justice Campus guidelines, cell phones are not allowed past the lobbies or beyond the school office. A locker, located within the respective building lobby, will be made available by the FCPD-JJC for securing personal items.

#### STUDENT INGRESS AND EGRESS, ON CAMPUS

All transportation of the student to and from their housing unit will be coordinated and conducted by Fresno County Juvenile Justice Campus Juvenile Corrections Officers (JCOs).

### II. Staff

Please define the procedures for the daily ingress/egress of staff. Attach maps and additional pages as necessary.

**Signing In and Out:** School personnel are to report to the school office at the beginning and end of the duty day (6.75 hours) and sign in/out with the time of entry/departure. Teachers have a 30-minute duty-free lunch. Preparation time is on site.

**Radios:** School personnel who enter the secured perimeter of the campus shall have a radio on their person when supervising students and in their immediate area when in the secured perimeter of the campus. School personnel are to log in daily at the beginning of the school day to ensure proper function and battery charge. Log in information is as follows as listed in the following example (to, from, and location): Core Control, Mr. Hammond, School Office logging on. You will receive confirmation from Core Control via your radio.

**Identification:** The Office of the Fresno County Superintendent of Schools (FCSS) employees shall wear an FCSS identification (SOP 1312) as well as a Fresno County Probation-JJC issued Hirsch identification, a Fresno County Vendor identification when on campus, and the FCSS identification when on duty. The Fresno County and Fresno County Probation -JJC identification badge will be renewed annually.

## Site-Specific Discipline Rules/Policies

Section EC32282(a)(2)(I)

**Alice M. Worsley**

Please list any discipline rules/policies that are specific to your site. Attach additional pages as necessary.

In addition to general accommodations and classroom management strategies, campus collaboration includes communication regarding the unique circumstances of the student and resources for supports for positive student behavior. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health and opportunity to learn (Superintendent/Board Policy 5144).

Positive behavior interventions in and out of the classroom include de-escalation strategies, conflict resolution, restorative justice practices, and the teaching of appropriate social behaviors.

Should a student continue to engage in misconduct that disrupts or interferes with the learning environment which did not cease after the teacher provided classroom interventions and behavior redirection such as conferencing, cool down in the classroom, and verbal and visual cues, the teacher may refer the student for a brief cool down outside of the classroom (a refocus) with the immediate goal of the student being welcomed back to class when the student demonstrates readiness.

Though every effort is made to maximize the student's time in class, should a student commit a behavior violation per Education Code 48900, the teacher may suspend the student from the classroom for the remaining portion of the student's scheduled time in the classroom and the following day in the classroom where the behavior occurred.

Should school administration determine that other means of correction have failed to bring about proper conduct, school administration may suspend the student from school in accordance with Education Code 48900.5.

Suspension by the teacher from the classroom, or by school administration from school, shall be preceded by an informal conference conducted by school administration and include the student and the teacher. At the conference, the pupil shall be informed of the behavior that led to 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.

## Site's Discussion on Safe and Orderly Environment Conducive to Learning

Section EC32282 (a)(2)(H)

**Alice M. Worsley**

Please explain your site's policy on a safe and orderly environment conducive to learning. Provide as much information as possible.

The Court Schools maintain safe, orderly, and effective learning environments conducive to learning characterized by mutual respect between staff and students. Interactive and engaging instructional approaches for student learning are implemented, such as structured cooperative learning opportunities in support of our School-wide Learning Outcomes. The school implements the teaching of school-wide expectations and rules and implements a comprehensive reinforcement system, including a consistent discipline referral process.

### CLASSROOM ENVIRONMENT

The matrix of Worsley Codes of Conduct and School-wide Learner Outcomes are some of the jointly developed agreements reviewed on campus and posted throughout the school. Routines and expected behaviors are taught early and are practiced daily in the classroom. The school expectations are also reviewed with students at Orientation. Students are held accountable and rewarded for demonstrating school-wide rules. Lesson plans and seating charts facilitate organization and continuity of instruction. Teachers maintain daily contact with unit staff for collaborative support to students.

### COLLABORATION

School staff collaborate with the campus departments of probation, mental health services, Fresno County Facilities, and the FCSS Facilities department to ensure a safe and orderly learning environment to meet the over all needs of students. All teachers and administrators meet with parents throughout the school year for the joint development of school goals and for monitoring of progress. The collaboration also focuses on the social/emotional growth and supports for students.

### PROFESSIONAL DEVELOPMENT

In addition to instructional and curricular development, the use of discipline and campus climate data are used to identify professional development opportunities. Examples include building equity through trauma-responsive discipline, social-emotional practices, and culturally responsive practices. Results of comprehensive needs assessments through data analysis of school and student performance and behavioral data, stakeholder surveys, classroom observations and other means of measuring the overall effectiveness of the current instructional program will be analyzed to identify goals, action items, and to monitor outcomes. School personnel mainly collaborate with FCSS contracted service coaches for the aforementioned professional development opportunities.

Please discuss the school culture at your site. Provide as much information as possible.

Weekly participation in collaborative school personnel subject area/course level team meetings, professional learning communities, are held and collaboration hours have been increased to discuss and use student achievement results to determine student progress, effective use of research-based practices, and to plan, deliver and adjust instruction. Site leadership facilitates and supports at least two of the aforementioned meetings per month to further support subject matter/course-level teachers in analyzing student data and student work to inform instruction.

The assessment and orientation process has been expanded to include identified students on the short-term campus with a goal of implementation for students enrolled a minimum of 10 days. A Transition Plan, a multi-disciplinary re-integration process for educational placement, is developed for all students enrolled at least 45 days.

Resources available to assist Court Schools students include Court School PTA, the Alice M. Worsley Foundation, Mental Health Services, Fresno County Probation, Substance Abuse Treatment, School Psychologists, Special Education Resource Teachers, Office of the Fresno County Superintendent of Schools staff and instructional coaches, and various outreach groups that may include the State Center Community College District, Planned Parenthood Mar Monte, Focus Forward, and Barrios Unidos.

The Fresno County Court School PTA has actively supported student success for over 30 years and is represented by community stakeholders including but not limited to the Fresno County Office of Education, Fresno County Probation Department, Fresno County Sheriff's Department, State Center Community College District, Fresno Police Department personnel and parents. Membership and general meeting invitations will continue to be distributed and reviewed with parents and families of our students.

School personnel collaborates with Mental Health Systems (MHS) and facilitates 10 school and parent evening meetings per school year. However, during the mid- latter part of the 2020 school year and the 2021-2022 school year, in-person meetings with community members were not held due to COVID-19 safety precautions. All meetings were held remotely. Regularly scheduled in-person meetings will continue upon county-wide clearance procedures. The meetings will continue to involve family, school personnel, and other stakeholders in helping students reach reading, math, health, attendance, behavior and other goals while strengthening the overall home-school-community connection.

School and climate surveys are administered to students, staff, parents, and other stakeholders at least annually. In the 2020-2021 school year, 38% of students agreed or strongly agreed that they had a Sense of School Connectedness. Note: This survey was administered during the modified instructional setting reflecting COVID-19 safety precautions. The 2021-2022 survey will be administered in April of 2022.

Please provide three goals for the school culture at your site.

1. Increase parent-school engagement levels and opportunities.

2. By data year 2023-2024, increase our student attendance rate to above 95%. Note: Due to distance learning, the attendance rate for the 2020-2021 will not accurately reflect the standard measurement of attendance as gauged in previous school years.

3. By data year 2022-2023 decrease our student suspension rate to below 15%. Note: Due to distance learning, the attendance rate for the 2020-2021 will not accurately reflect the standard measurement of attendance as gauged in previous school years.

Please describe your site's physical condition as it relates to the discussion on a safe and orderly environment conducive to learning. Provide as much information as possible.

Department procedures are in place to ensure a clean, safe and functional campus. Facility surveys and inspections are held regularly by the Office of the Fresno County Superintendent of Schools Facilities Department, the Fresno County Juvenile Justice Campus, and Fresno County Facilities. Results of School Facility Conditions Evaluations document the school to be in an overall rating of "good repair". The school is maintained in a manner that assures it is clean, safe and of functional conditions. Survey results are available in the school office upon request.

Please provide three goals for your site's physical condition.

1. Continue to hold safety radio checks and emergency button checks.

2. Continue to monitor and implement practices based on personnel and student survey results.

3. Continue to communicate regularly with Fresno County Facilities to ensure a safe and orderly environment conducive to learning.

## Tactical Response Protocols

Section EC32282(a)(2)(J)

Alice M. Worsley

Redacted per Ed Code section 32281(f)(1)



# Appendix B

Beth Ramacher Educational Complex

**FRESNO COUNTY OFFICE OF EDUCATION  
EMERGENCY PROCEDURES  
STANDARD OPERATION PROCEDURE #813**

**Effective 01/13/97**

**Revised 10/9/13**

Initiated by Jeff Becker

Approved by Jan Biggs

The following are procedures that are to be adhered to in the event of an emergency. A copy of each procedure will be posted in a flip chart and placed on all employee bulletin boards.

1. [Emergency Telephone Numbers](#)
2. [Emergency Fire Procedure](#)
3. [Evacuation Procedure](#)
4. [Bomb Threat Call Instructions](#)
5. [Defibrillator Policy](#)
6. [Emergency 1<sup>st</sup> Responder Kits](#)
7. [Emergency Lockdown Procedure](#)
8. [Power Outage Procedure](#)
9. [Earthquake Procedure](#)



## EMERGENCY POLICIES & PROCEDURES

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### EMERGENCY TELEPHONE NUMBERS

|                              |                 |
|------------------------------|-----------------|
| <b>EMERGENCY</b>             | <b>DIAL 911</b> |
| <b>Ambulance</b>             | 443-5900        |
| <b>Fresno Fire</b>           | 621-4000        |
| <b>Fresno Police</b>         | 621-7000        |
| <b>Fresno County Sheriff</b> | 488-3939        |
| <b>Poison Control</b>        | 1-800-222-1222  |
| <b>CAL OSHA</b>              | 445-5302        |

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### MEDICAL TREATMENT FACILITIES

**Concentra Urgent Care Facilities**  
7265 N. First Street, Suite 105: 431-8181  
2555 S. East Ave, Fresno: 499-2400

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### EMERGENCY FIRE PROCEDURE

**If the fire is in your area:**

1. Activate the fire alarm at the nearest manual pull box station as shown on posted diagram. (Some sites have fully automated fire alarm systems and do not have pull box stations).
2. Call the fire department - **Dial 911**.
3. Use a portable fire extinguisher to fight the fire, if possible.
4. If unable to put out the fire, evacuate the building immediately, closing doors on your way out. Follow the **Evacuation Procedure** listed below.

**If the fire is NOT in your area:**

1. Evacuate the building immediately when alarm sounds. Follow the **Evacuation Procedure** listed below.

### EVACUATION PROCEDURE

2. Do not use elevators.
3. Using the front or back stairs (if applicable) and doors, proceed directly to the designated assembly area. Close doors behind you.
4. Be sure to take purses, wallets, or other personal valuables with you, if safe to do so.
5. Do not attempt to reenter the building until instructed.
6. Keep clear of all emergency vehicles and equipment.
7. If unable to descend the stairs, remain in the stairwell until help arrives.
8. Upon evacuating the building, immediately report to your site's designated evacuation coordinator.
9. Remain in the designated assembly area until further instructions are received.

### BOMB THREAT CALL INSTRUCTIONS

1. **TIME:** Note the time the call is received and the time the call terminates.
2. **WHERE:** Ask exactly where the bomb is located.
3. **WHAT:** Ask what the bomb is made of and what type of detonation device it has.
4. **WHEN:** Ask when the bomb is due to explode.
5. **Who:** Ask who is calling or say "I'm sorry, I didn't get your name."
6. Get the attention of someone near you and have them notify the site administrator.
7. Try to determine if the caller is male or female.
8. Listen for an accent, background noise, or other sounds that might provide clues to who is calling and where the call is coming from.
9. When the caller hangs up, immediately write down everything that was said while it is fresh in your mind, and report to the site administrator.

### DEFIBRILLATOR POLICY

- An AED (defibrillator) is to be used on an unconscious person without signs of circulation to increase the immediate chance of survival of the victim.
- The procedure for defibrillation will be attached to each AED and sent to employees annually.
- Following use of the AED, notify the Director of Health Services.
- The AEDs are to be checked monthly by the maintenance staff.



## EMERGENCY POLICIES & PROCEDURES

### AED DEFIBRILLATOR LOCATIONS:

- **Van Ness**
  - 1<sup>st</sup> Floor - by Elevator
  - 2<sup>nd</sup> Floor - Outside room 270
- **Towers Building**
  - 1<sup>st</sup> Floor - Hallway next to 101
  - 3<sup>rd</sup> Floor - by Elevator
  - 4<sup>th</sup> Floor - by Elevator
  - 5<sup>th</sup> Floor - by Elevator
  - 6<sup>th</sup> Floor - by Elevator
  - 7<sup>th</sup> Floor - by Elevator
  - 8<sup>th</sup> Floor - by Elevator
- **Other Locations**
  - Ramacher
  - Sutherland
  - Scout Island
  - Fresno ROP
  - Monte Vista
  - Kermit Koontz Education Complex
  - Channing Court
  - Venture Bay
  - Violet Heintz Education Academy

### EMERGENCY 1<sup>ST</sup> RESPONDER KITS

Emergency 1<sup>st</sup> Responder Kits are provided and maintained by the Facilities & Operations Department at the Downtown site. For other site locations, contact your site administrator.

Kits should only be accessed in case of an emergency. First aid supplies and tools located inside should not be used except in case of an emergency.

### Emergency 1<sup>st</sup> Responder Kit Locations:

- **Van Ness**
  - 1<sup>st</sup> Floor: Room 127
  - 2<sup>nd</sup> Floor: Room 234 & Lunchroom
  - 3<sup>rd</sup> Floor: Room 326
- **Tower's Building**
  - 1<sup>st</sup> Floor: Hallway next to 101
  - 2<sup>nd</sup> Floor: Room 211
  - 3<sup>rd</sup> Floor: Room 316
  - 4<sup>th</sup> Floor: Room 418
  - 5<sup>th</sup> Floor: Room 519
  - 6<sup>th</sup> Floor: Room 617
  - 7<sup>th</sup> Floor: Room 722
  - 8<sup>th</sup> Floor: Room 814
- **Other Locations- See site administrator**

### EMERGENCY LOCKDOWN PROCEDURE

1. Upon an emergency lockdown alert, proceed directly to your designated lockdown area, if safe to do so.
2. If you are unable to access the designated lockdown area, find a safe place to hide and stay quiet.
3. Evaluate your work area and assist employees into the lockdown area.
4. Secure the lockdown area door once everyone is inside.
5. Stay away from doors and windows.
6. Turn off lights.
7. Close window blinds or coverings.
8. Take cover behind something solid, if available.
9. Remain absolutely quiet.
10. Do not use cell phones unless necessary to communicate regarding the incident. Cell phones should be shut off or put on silent.
11. Do not leave the lockdown area until the area has been cleared and you are instructed by authorized personnel.

### POWER OUTAGE PROCEDURE

1. Remain at or return to your duty station.
2. Shut off all equipment.
3. Do not wander around or leave the building.
4. Await instruction.

### EARTHQUAKE PROCEDURE

1. **DROP, COVER, & HOLD ON!** Drop to the floor and take cover under a sturdy desk or table. Cover your head with your arms. Hold on to the table/desk, even if it moves. If a table is not available, be sure to cover your head and keep it protected.
2. After shaking has stopped, locate the Emergency 1<sup>st</sup> Responder Kit in your area.
3. Await further instruction from authorized personnel.

## Beth Ramacher Educational Complex

### Phone Directory

Please list names in alphabetical order by last name.

| First & Last Name    | Office or Room #           | Phone Number | Agency Name<br>(if not FCSS employee) |
|----------------------|----------------------------|--------------|---------------------------------------|
| Fidenzio Ailanjian   | 4                          | x2004        |                                       |
| Sandra Bowman        | 7                          | x3953        |                                       |
| Allen Burnett        | Central High East Rm. 1404 | 277-1023     |                                       |
| Mike Butts           | Office                     | 497-3951     |                                       |
| Monica Chavez        | 10                         | x3970        |                                       |
| Susanne Chuhlantseff | 16                         | x3972        |                                       |
| Stephanie Coplin     | Central Sites              | 265-3098     |                                       |
| Kayla Davis          | 15                         | x4041        |                                       |
| Julie Dune           | 12                         | x4805        |                                       |
| Matt Elliott         | 2                          | x2002        |                                       |
| Maria Falcon         | FPU Rm. 1                  | 251-8001     |                                       |
| Laura Farr           | 9                          | x4826        |                                       |
| Sandra Fox           | 9                          | x3908        |                                       |
| Lisa Goodell         | 9                          | x4820        |                                       |
| Esther Guzman        | Nurse's Office             | 497-3961     |                                       |
| Liliana Hernandez    | 7                          | x3905        |                                       |
| Laurie Hoke          | 9                          | x4824        |                                       |
| Shawna Holt          | Houghton Kearney Rm. 9     | 276-5285     |                                       |
| Elieen Howard        | 9                          | x4825        |                                       |
| Nancy Klassen        | 9                          | x4828        |                                       |

| First & Last Name  | Office or Room #        | Phone Number | Agency Name<br>(if not FCSS employee) |
|--------------------|-------------------------|--------------|---------------------------------------|
| Sandra Lea         | 9                       | x4841        |                                       |
| Law Lee            | Office                  | Radio        |                                       |
| Sofia Licona       | Office                  | 497-3955     |                                       |
| Holly Light        | 9                       | x4819        |                                       |
| Megan McGoey       | 7                       | x3954        |                                       |
| Becky Moreno       | Houghton Kearney Rm. 12 | 485-5338     |                                       |
| Natasha Penn       | 7                       | x3957        |                                       |
| Gloria Perez       | Kitchen                 | x2007        |                                       |
| John Peterson      | 7                       | 273-1497     |                                       |
| Zarah Portillo     | 5                       | x2005        |                                       |
| Allyson Puente     | 7                       | x3941        |                                       |
| Anthony Puopolo    | 7                       | x4817        |                                       |
| Melissa Quevedo    | 3                       | x2003        |                                       |
| Cynthia Ramirez    | Polk Rm 27              | 271-3257     |                                       |
| Skya Richardson    | 9                       | x4827        |                                       |
| Brendaly Rodriguez | Harvest Rm. 4           | 271-0420     |                                       |
| Juan Saavedia      | 13                      | x3990        |                                       |
| Lilly Sandoval     | 11                      | x2011        |                                       |
| Laura Thornburg    | 6                       | x2006        |                                       |
| TIES               | 14                      | x3971        |                                       |

## Beth Ramacher Educational Complex

### Phone Directory

Please list names in alphabetical order by last name.

| First & Last Name | Office or Room #  | Phone Number | Agency Name<br>(if not FCSS employee) |
|-------------------|-------------------|--------------|---------------------------------------|
| Jami Vasquez      | Office            | 497-3952     |                                       |
| Myron Washington  | 9                 | x4865        |                                       |
| Karen West        | 9                 | x4838        |                                       |
| Kylie Wheelock    | 7                 | 698-4999     |                                       |
| Randi Wiebe       | 9                 | x4823        |                                       |
| William Wilkerson | Central ATP Rm. 1 | 276-5230     |                                       |
| Nue Yang          | Nurse's Office    | 497-3136     |                                       |
| Beto Zermeno      | Office            | Radio        |                                       |
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| First & Last Name | Office or Room # | Phone Number | Agency Name<br>(if not FCSS employee) |
|-------------------|------------------|--------------|---------------------------------------|
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Redacted per Ed Code section 32281(f)(1)

## **Standardized Emergency Management System (SEMS)**

### **Authorities and References**

School administrators have the responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood, or a terrorism incident. Developing emergency operations plans and training staff in emergency response procedures is required by law. The Katz Act of 1984 [Sections 35295-35297 of the California Education Code] requires that schools plan for earthquakes and other emergencies. The Petris Bill of 1992 [Section 8607 of the California Government Code] requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). This necessitates that the principles of SEMS be incorporated in plans, that all school personnel be trained in how the system works, and that schools have drills and exercises in order to practice using the system. In 2004, pursuant to Homeland Security Presidential Directive Number 5, the federal government adopted a National Incident Management System (NIMS) "to provide a consistent nationwide approach for federal, state, and local governments to work effectively together to prepare for, prevent, respond to and recover from domestic incidents, regardless of cause, size, or complexity." Because NIMS explicitly includes school districts in its definition of "local government," it is clear that schools must comply with both SEMS and NIMS requirements as they plan, train, and respond to emergencies.

Fortunately, NIMS is based largely on the same management principles embodied by California's SEMS. This means that with but a few minor exceptions, compliance with SEMS will ensure NIMS compliance as well. Therefore, except where otherwise noted, the term SEMS will be used in this document to cover principles and procedures that are common to both California and federal emergency management systems.

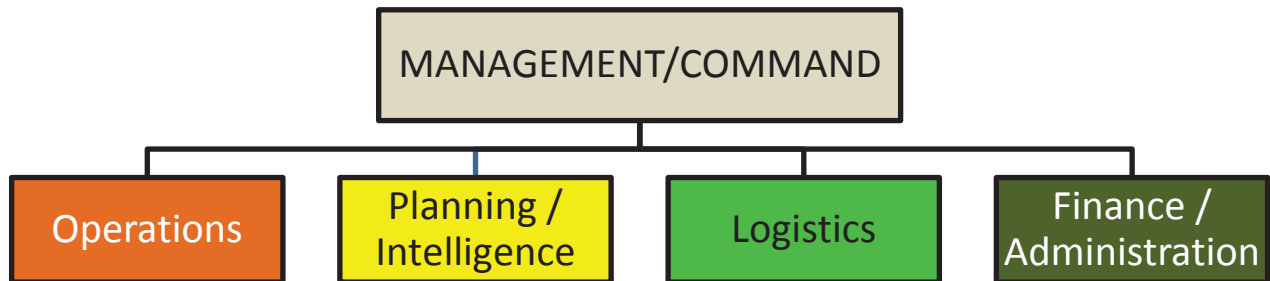
### **Emergency Organization Using SEMS**

California's SEMS is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: MANAGEMENT/COMMAND; PLANNING/INTELLIGENCE; OPERATIONS; LOGISTICS; AND FINANCE/ADMINISTRATION.

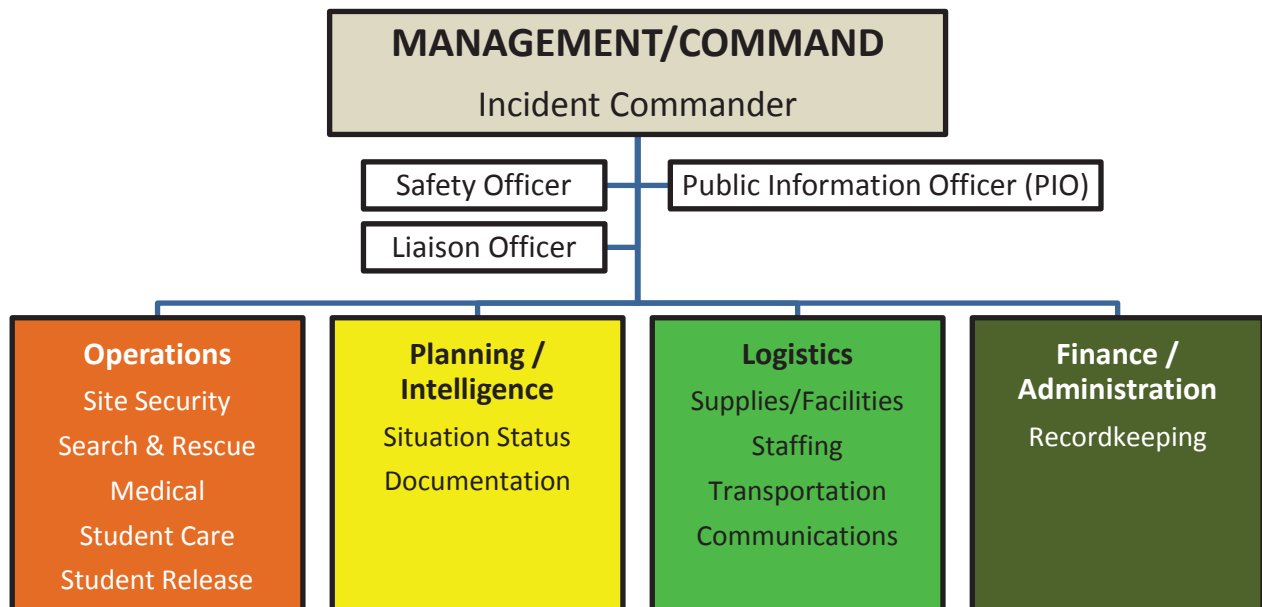
These five functions, together with their sub-functions, entail all the tasks involved in any emergency response. They may be performed by a few people or by many, depending on the size of the emergency and the human resources at hand. These five functions should constitute a basic structure for pre-designated Emergency Management Teams at the school site. Section 3 of this Emergency Operations Plan describes the specific roles and responsibilities of each staff member assigned to the school's Emergency Management Team.



The SEMS emergency organization structure is a modular one that starts at the top and can expand to address the needs of the situation, as need and available personnel increase or decrease. For example, a small school may have one person perform more than one function. A medium sized school may have one person per function, and a large school may need to have more than one person for some functions. The structure can expand and contract, as necessary and based on available personnel. The specific organizational structure established for any given incident will be based on the management needs of the incident and the resources available to the school.



Each one of the five functions has certain roles and responsibilities during a disaster or school emergency. The Management function oversees response activities in consultation with the coordinators of the Operations, Planning / Intelligence, Logistics and Finance / Administration Sections. Each of these Sections, in turn, has a team or teams tasked with implementing very specific components of the school emergency response plan. These teams and their affiliate sections are outlined in the chart, below.



## **Guidelines for Staffing SEMS Positions in FCOE**

Staffing Emergency management teams should be planned for in light of the specific circumstances and capabilities of the individual school sites. A school can tailor the exact arrangement of components to itself, as long as the five functions are covered somehow.

The organizational flexibility of SEMS is based on three principles:

1. Only those functional elements that are required to meet the current objectives of a specific incident need to be activated. For example, not every incident may require Search and Rescue teams.
2. All elements of the organization can be arranged in various ways within or under the five essential SEMS functions. For example, a single person may be designated to fill more than one function.
3. The duties of any non-activated element of the organization will be the responsibility of the next highest element in the organization. For example, the Incident Commander is responsible for the duties of ALL five functions until staff are assigned and available.

Bearing these principles in mind, the following guidelines are offered for staffing the five primary SEMS functions at your school.

### **Management**

This function is typically staffed by the school Principal/Administrator/designee, as the Incident Commander. In the absence of the Principal, the Incident Commander role can be filled by an Assistant Principal, Secretary, Librarian, or any trained administrator designated in the chain of command.

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. The Incident Commander may be assisted in carrying out the management function by a Public Information Officer, Safety Coordinator, and Agency Liaison (unless Incident Commander decides to also fill one or more of these roles).

### **Operations**

This function is typically staffed by facilities/maintenance staff, instructional staff, and/or nurses.

Under SEMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, student care, search and rescue, site

security, damage assessment, evacuations, and the release of students to parents. In this Plan, these activities are performed by the following teams, under the direct supervision of the Incident Commander, unless an Operations Section Chief is assigned: “Medical,” “Site Security,” “Search and Rescue,” “Student Care,” and “Student Release.”

### **Planning / Intelligence**

This function is typically staffed by instructional or administrative staff, including librarians, computer center managers, or teacher’ aides.

During an emergency, the SEMS Planning function involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This knowledge and understanding about the situation at hand is vital to the effective management of a response. Under SEMS, this function is supported by two staff members, one involved with “Documentation” and the other with “Situation Analysis.” Both of these positions, if assigned at the discretion of the Principal/designee, will report directly to the Incident Commander unless a Planning Section Chief is assigned.

### **Logistics**

This function is typically staffed by facilities, instructional, or administrative staff.

The Logistics function of SEMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. In this Plan, these activities are performed by staff members or units designated as “Supplies and Facilities,” “Staffing,” and “Communications.” They report directly to the Incident Commander unless a Logistics Section Chief is assigned.

### **Finance/Administration**

This function is typically staffed by administrative or clerical staff.

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. In this Plan, these activities may be performed by a “Documentation” position which reports directly to the Incident Commander unless a Finance/Administration Section Chief is assigned.

### **The Incident Command Post**

The Incident Command Post (ICP) is the school’s incident “headquarters,” a location where the primary coordination and management functions are executed. The most important

consideration is that the ICP have enough space for the Incident Command staff and four Section Chiefs to set up and proceed with emergency response coordination. This requires a working communications system (if available), tables and chairs to work from, good lighting, writing supplies, and display areas (for maps, plans, assignments, etc.).

Possible locations for the ICP include the school office, gymnasium, cafeteria, or yard area. It may be desirable to locate the ICP such that the full emergency assembly area is in view, while maintaining adequate separation from students, evacuation assembly areas, medical treatment areas, and student release areas. Each school should pre-designate a primary and alternate ICP.

### **The Incident Action Plan**

The Incident Action Plan (IAP) is a simple plan to provide all supervisory personnel with direction for actions during a specified operational period (usually 12 or 24 hours). The IAP is developed by the Incident Commander and/or the Planning Section Chief, with input from management staff and the Section Chiefs. The IAP should define the strategic objectives reflecting the overall incident response strategy, and then lay out specific actions needed to attain each strategic objective. The actions should be more specific than the objectives and, like lesson plans, they should be clear and measurable. The IAP should designate the resources, personnel, and support required to achieve the actions within the specified time frame.

There is no single way to write an IAP, but it may help to follow the Incident Action Plan Template provided at the end of this section. But remember, forms are provided to assist you, not to confuse you. Elements that may be included in the IAP include:

- **Overall Strategic Objectives** – These should be limited in number, generally not more than four or five per operational period.
- **Designate Date and Operational Period** – Each IAP covers a specific time frame, usually 12 or 24 hours. They must be dated and kept for documentation.
- **Organization** – Describe what positions of the Standardized Emergency Management System will be staffed in the next operational period.
- **Actions and Assignments** – A concise description of the actions to be achieved, and the names of the individuals who will be assigned to each.
- **Supporting Materials** – Examples: a map of the school and/or incident, a communications plan (cell phone numbers, radio frequencies, etc.), a medical plan, a traffic plan, list of special precautions.

### **Activation of the Emergency Operations Plan**

A basic principle of SEMS is that every emergency incident requires a person in charge. In SEMS terminology, this person is called the INCIDENT COMMANDER. At all times there must be a staff person designated to fill this role, even if it is the only role assigned. At the school level, this position is typically filled by the School Administrator (most often the Principal or designee) until such time that the fire department, police, or other responding agencies arrive on campus.

Until such help arrives, and unless the Incident Commander delegates some emergency response duties to others, the Incident Commander is responsible for ALL tasks necessitated by the emergency, including management, operations, planning, logistics, and finance/administration.

The Incident Commander or designee has the sole authority to activate the school's Emergency Operations Plan, including mobilization of the School Emergency Management Team and establishment of an Incident Command Post. There are several circumstances under which s/he may decide to do so:

1. Professional emergency responders are unavailable (e.g., in a major disaster where all emergency personnel are committed elsewhere, schools may be "on their own" for hours, or even days).
2. Professional emergency responders need additional help (e.g., with search and rescue, student care, dealing with parents, etc.).
3. To prepare and plan for an anticipated emergency (e.g., a pandemic).
4. To prepare for a major planned non-emergency activity (e.g., community events, multiagency drills or exercises, etc.).

### **Mutual Aid Process**

SEMS is a standard organizational model that is used at every level of government in the State of California. Within SEMS there are five organizational levels:

- 1) State level
- 2) Regional level
- 3) The Operational Area (Fresno County)
- 4) Local Government (cities and towns)
- 5) Field Level (school sites)

This model is based on a "mutual aid system" that is designed to ensure that adequate resources, facilities, and other support are provided to jurisdictions whenever their own resources prove to be inadequate to cope with a given situation. In SEMS, all activity is generated from the bottom up. At each level there is the expectation that all resources available at this level will be utilized before requesting resources from the next level up.

A school site is defined as the "field level." This is the level at which staff actually work with the injured, the building damage, the search and rescue, and all other activities directly related to the results of the emergency. When schools are impacted by an emergency or disaster, each affected school site establishes an ICP to develop and direct a coordinated emergency response. As school ICP staff identify needs for additional resources (personnel, equipment, supplies, etc.) they forward resource requests to a Schools' Branch Director in an Emergency Operations Center (EOC) at the next highest organizational level.

In Fresno County, the specific EOC contacted varies by geographic location of the affected school site. Schools located within incorporated cities or towns contact the local City or Town EOC. Schools located within unincorporated areas of the county contact the Fresno EOC.

### **Unified Command**

The control and response to campus emergencies is the sole responsibility of the School Emergency Management Team until professional emergency responders arrive. Once they arrive on campus, incident command transitions to “Unified Command.” Unified Command is a cooperative effort that allows all agencies with responsibility for the incident (e.g., school, fire, police etc.) to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.

The transition to Unified Command is initially facilitated by an on-site briefing of first responders by the school’s Incident Commander and Emergency Management Team. Following the initial briefing the school’s Incident Commander will work closely with representatives of each responding agency to plan and carry out response activities. This means that professional emergency responders will be coordinating emergency response activities in consultation with the School Emergency Management Team unless the school’s Incident Commander deems it too dangerous or unsafe for the School Emergency Management Teams to continue to participate.

Remember, first responders are professionals. Work with them and take your cues from them.

## Incident Action Plan Template

### **The following pages provide a template of preparing an Incident Action Plan (IAP)**

The IAP should be a simple plan to provide all supervisory personnel with direction for actions during a specified operational period (usually 12 or 24 hours). The IAP is developed by the Incident Commander and/or the Planning Section Chief, with input from management staff and the Section Chiefs. The IAP should define the strategic objectives reflecting the overall incident response strategy, and then lay out specific actions needed to attain each strategic objective. The actions should be more specific than the objectives, and like lesson plans, they should be clear and measurable. The IAP should designate the resources, personnel, and support required to achieve the actions within the specified time frame.

|                             |              |
|-----------------------------|--------------|
| <b>INCIDENT ACTION PLAN</b> | School/Site: |
|-----------------------------|--------------|

|   |  |
|---|--|
| <p style="text-align: center; margin: 0;"><b>FOR OPERATIONAL PERIOD:</b></p> <p>FROM: Date: _____ To: Date: _____</p> <p style="margin-left: 40px;">Time: _____ Time: _____</p> | <p><b>PREPARED ON:</b></p> <p>Date: _____</p> <p>Time: _____</p> |
|---|--|

**GENERAL OBJECTIVES**

*OBJECTIVES should be stated in measurable terms to allow for evaluation of progress. Each TASK assigned to Sections should address a specific OBJECTIVE.*

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**SAFETY MESSAGE (Safety Officer)**

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**ATTACHMENTS (✓ IF ATTACHED)**

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|---|---|---|
| <input type="checkbox"/> Current Situation Report | <input type="checkbox"/> Task Assignments | <input type="checkbox"/> Traffic/Staging Area Map |
| <input type="checkbox"/> _____                    | <input type="checkbox"/> _____            | <input type="checkbox"/> _____                    |
| <input type="checkbox"/> _____                    | <input type="checkbox"/> _____            | <input type="checkbox"/> _____                    |

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|--|--|
| <b>Prepared by (Planning Section Chief):</b><br><br> | <b>Approved by (Incident Commander):</b><br><br> |
|--|--|



|   |  |                                    |                     |
|---|--|------------------------------------|---------------------|
| <b>INCIDENT ACTION PLAN</b>   |  | School/Site:                       |                     |
| <b>FOR OPERATIONAL PERIOD:</b>  |  |                                    | <b>PREPARED ON:</b> |
| <b>FROM:</b> Date:  |  | <b>To:</b> Date:                   | Date:               |
| Time:   |  | Time:                              | Time:               |
| <b>MANAGEMENT STAFF</b>   |  | <b>OPERATIONS SECTION</b>          |                     |
| Incident Commander:   |  | Operations Section Chief:          |                     |
| Public Information Officer:   |  | Site Security Team Leader:         |                     |
| Liaison Officer:  |  | Search & Rescue Team Leader:       |                     |
| Safety Officer:   |  | Medical Team Leader:               |                     |
|   |  | Student Care Team Leader:          |                     |
|   |  | Student Release Team Leader:       |                     |
|   |  |                                    |                     |
| <b>PLANNING SECTION</b>   |  | <b>LOGISTICS SECTION</b>           |                     |
| Planning Section Chief:   |  | Logistics Section Chief:           |                     |
| Situation Analysis Unit:  |  | Supplies/Facilities Unit:          |                     |
| Documentation Unit:   |  | Staffing Unit:                     |                     |
|   |  | Communications Unit:               |                     |
|   |  | Transportation Unit:               |                     |
|   |  |                                    |                     |
| <b>AGENCY REPRESENTATIVES</b>   |  | <b>FINANCE &amp; ADMIN SECTION</b> |                     |
|   |  | Finance Section Chief:             |                     |
|   |  | Recordkeeping Unit:                |                     |
|   |  |                                    |                     |
|   |  |                                    |                     |
| <b>Approved by:</b>   |  | <b>Prepared by:</b>                |                     |
| <input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this sheet. |  |                                    |                     |

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| <b>SECTION TASKS</b>   | School/Site: |   |
| <b>FOR OPERATIONAL PERIOD:</b><br><b>FROM:</b> Date: _____ <b>To:</b> Date: _____<br>Time: _____ Time: _____ |              | <b>PREPARED ON:</b><br>Date: _____<br>Time: _____ |
| <b>MANAGEMENT SECTION</b>  |              | <b>PERSON ASSIGNED TO:</b>                        |
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| <b>PUBLIC INFORMATION OFFICER STAFF</b>  |              | <b>PERSON ASSIGNED TO:</b>                        |
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| <b>OPERATIONS SECTION</b>  |              | <b>PERSON ASSIGNED TO:</b>                        |
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| <b>SECTION TASKS (Cont.)</b> | School/Site: |
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| <b>PLANNING SECTION</b> | <b>PERSON ASSIGNED TO:</b> |
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| <b>LOGISTICS SECTION</b> | <b>PERSON ASSIGNED TO:</b> |
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| <b>FINANCE SECTION</b> | <b>PERSON ASSIGNED TO:</b> |
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**ACTION PLAN OBJECTIVES FOR TOMORROW (OR NEXT OPERATIONAL PERIOD)**

*To be determined by Incident Commander in consultation with Section Chiefs.*

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**SCHEDULED BRIEFINGS (Incident Commander/PLANS CHIEF/PIO)**

| Briefing Type | Frequency | Time | Location | Briefer |
|---------------|-----------|------|----------|---------|
|               |           |      |          |         |
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|               |           |      |          |         |
|               |           |      |          |         |

**SCHEDULED MEETINGS (Incident Commander/PLANS CHIEF/PIO)**

| Meeting Type | Frequency | Time | Location | Facilitator |
|--------------|-----------|------|----------|-------------|
|              |           |      |          |             |
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| <b>Incident Check-in Roster</b> | <b>School/Site:</b> |  |
|---------------------------------|---------------------|--|

|                |                |                |
|----------------|----------------|----------------|
| Incident Name: | Date Prepared: | Time Prepared: |
|----------------|----------------|----------------|

|                        |                                |
|------------------------|--------------------------------|
| Unit Name/Designators: | Unit Leader (Name & Position): |
|------------------------|--------------------------------|

|   |
|---|
| Operational Period (MM/DD/YY – MM/DD/YY): |
|---|

|                                  |
|----------------------------------|
| <b>PERSONNEL ROSTER ASSIGNED</b> |
|----------------------------------|

| Name & Incident Position | Phone | Other (radio frequency, runner name, etc.) |
|--------------------------|-------|--|
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| Prepared by: |
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| LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER) |      |          |                |
|---|------|----------|----------------|
| ORGANIZATION/AGENCY   | NAME | LOCATION | CONTACT NUMBER |
|   |      |          |                |
|   |      |          |                |
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**DISTRIBUTION:**

- All Management Section Staff
- All Section Chiefs
- All Team Leaders
- Documentation Unit
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS), and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Program Manager may serve as both Incident Commander and Operations Officer, etc.

In the event of an emergency situation, the Safe School Leadership Team should report to a designated location to oversee and provide directions. The Program Manager and/or designee(s) in charge is to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Assistant Superintendent. Safe School Leadership Team is listed below.

### Safe School Leadership Team

|                          | Position Title    | Name            | Work Phone                               | Mobile Phone |  |  |
|--------------------------|-------------------|-----------------|--|--------------|--|--|
| Management / Command     | Principal         | Mike Butts      | Redacted per Ed Code section 32281(f)(1) |              |  |  |
|                          | Program Assistant | Jami Vasquez    |  |              |  |  |
| Operations               | Custodian         | Law Lee         |  |              |  |  |
|                          | Custodian         | Beto Zermeno    |  |              |  |  |
|                          | RN - School Nurse | Esther Guzman   |  |              |  |  |
| Planning / Intelligence  | Teacher           | Matthew Elliott |  |              |  |  |
|                          | Food Assistant    | Gloria Perez    |  |              |  |  |
| Logistics                | Custodian         | Law Lee         |  |              |  |  |
|                          | Paraeducator      | Miguel Licona   |  |              |  |  |
| Finance / Administration | Program Assistant | Jami Vasquez    |  |              |  |  |
|                          | Office Assistant  | Sofia Licona    |  |              |  |  |
| Other                    |                   |                 |  |              |  |  |
|                          |                   |                 |  |              |  |  |
|                          |                   |                 |  |              |  |  |
|                          |                   |                 |  |              |  |  |

**RAMACHER**

School Site

Redacted per Ed Code section 32281(f)(1)

Primary ICP Location

Redacted per Ed Code section 32281(f)(1)

Secondary ICP Location

## Reunification Plan Instructions

School Site RAMACHER

Reunification Location (must be able to accommodate all parents) MULTI-PURPOSE ROOM

- Assign responsibilities to staff according to the Reunification Team chart on the next page.
- Select an appropriate location (per safety plan or other location that may be more appropriate given size of school). Consider entry, exit and ability to hold a significant number of people (e.g., multiple stations).
- Ensure that you have all of the appropriate documentation such as student sign-out sheets, emergency cards, reunification forms, as well as office supplies such as pens available.
- Post signs on tables to facilitate communications.
- Set up a photocopier (with power), telephone (or cell phones), a laptop and printer.
- Set up registration area with appropriate tables and signs:
  - a) One table for registration desk.
  - b) One table for reunification team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom).
  - c) One table for reunification team #2 (problem solving team).
  - d) Set up a few tables where parents will line up so that they can fill out forms while waiting. Place student release forms and pens on these tables.
  - e) One table at location where students will meet their parent(s).
- Have interpreters available as-needed.



## Reunification Team

Please fill in your reunification team members in the chart below assigning an emergency task from the letters (a - e) in the instructions. It is important to fill in this information in advance and review it periodically for staff members who have left the site. Please list one alternate for each staff member. Please ensure the team lead is a strong member of your management team.

| Staff Member / Title             | Alternate / Title                    | Emergency Task |
|----------------------------------|--------------------------------------|----------------|
| Jami Vasquez - Program Assistant | Sofia Licona - Off. Asst.            | A              |
| Esther Guzman - School Nurse     | Matt Elliott - Teacher               | B              |
| Mike Butts - Principal           | Liza Stack - Sped Consultant         | C              |
| Law Lee - Custodian              | George "Beto" Zermeno - PM Custodian | D              |
| Greg Vann - Para                 | Gloria Perez - Food Assistant        | E              |
|                                  |                                      |                |
|                                  |                                      |                |
| Miguel Licona - Spanish          |                                      |                |
| Nue Yang - Hmong                 |                                      |                |
|                                  |                                      |                |
|                                  |                                      |                |
|                                  |                                      |                |

Date 2/9/22

### Reunification Form

Student Name \_\_\_\_\_

Student Grade \_\_\_\_\_ Student Cell Phone Number \_\_\_\_\_

Name of Person Picking Up Student \_\_\_\_\_

Phone Number of Person Picking Up Student \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**STAFF USE ONLY**

Initials

- \_\_\_\_\_ Photo identification matches name of person picking up student.
- \_\_\_\_\_ Person picking up student is listed on the emergency card.

### Reunification Form

Student Name \_\_\_\_\_

Student Grade \_\_\_\_\_ Student Cell Phone Number \_\_\_\_\_

Name of Person Picking Up Student \_\_\_\_\_

Phone Number of Person Picking Up Student \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**STAFF USE ONLY**

Initials

- \_\_\_\_\_ Photo identification matches name of person picking up student.
- \_\_\_\_\_ Person picking up student is listed on the emergency card.

## Student Sign-Out Sheet

All sections must be filled out completely and staff must initial before the student is released to the parent/guardian.

| Student Name | Name of Parent/Guardian | Staff Initials |
|--------------|-------------------------|----------------|
|              |                         |                |
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Date \_\_\_\_\_

## Plan Exercise Checklist

All staff shall be trained on the comprehensive school safety plan. (EC32280)

| Date | Time | Program Manager / Designee Signature |
|------|------|--------------------------------------|
|      |      |                                      |

Earthquake drills shall be administered at least once each school quarter in elementary schools and at least once each school semester in secondary schools. (EC32282(a)(B)(i)(II))

| Date | Time | Program Manager / Designee Signature |
|------|------|--------------------------------------|
|      |      |                                      |
|      |      |                                      |
|      |      |                                      |

Fire drills shall be administered at least once a month in elementary schools, at least four times each school year in intermediate schools, and not less than twice every school year in secondary schools. (EC32001)

| Month     | Date | Time | Program Manager / Designee Signature |
|-----------|------|------|--------------------------------------|
| June      |      |      |                                      |
| July      |      |      |                                      |
| August    |      |      |                                      |
| September |      |      |                                      |
| October   |      |      |                                      |
| November  |      |      |                                      |
| December  |      |      |                                      |
| January   |      |      |                                      |
| February  |      |      |                                      |
| March     |      |      |                                      |
| April     |      |      |                                      |
| May       |      |      |                                      |

Lockdown drills shall be administered at least once each school quarter.

| Time of Day         | Date | Time | Program Manager / Designee Signature |
|---------------------|------|------|--------------------------------------|
| Before/After School |      |      |                                      |
| Lunch               |      |      |                                      |
| Instructional Time  |      |      |                                      |

## Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School

Section EC32282(a)(2)(G)

### BETH RAMACHER EDUCATIONAL COMPLEX

#### I. Pupils / Parents / Visitors

Please define the procedures for the daily ingress/egress of pupils, parents, and visitors. These include, but are not limited to, procedures for buses, drop-off/loading, and visitor check-in. Attach maps and additional pages as necessary.

**Pupils:**

1. Students arriving by school bus will be greeted by staff and escorted to the appropriate location (classroom or multipurpose room).
2. Students who are late arrivals will be asked to have parents/guardians sign them in at the main office and staff will be called to accept student in the front office.
3. Students that are leaving early will be escorted to the front office and delivered to the parent/guardian in the front office after parent/guardian has signed out the student.
4. If students are dropped off or picked up fifteen minutes prior to the bell time or fifteen minutes after bell time, parent/guardian will go directly to classroom or meet staff at front school as agreed upon. Parent/guardian are required to sign in students in the office past the fifteen minutes.
5. Classroom teachers or paraeducators are notified if parents are coming to their classroom or asked to meet parents in the main office if a student is leaving for an appointment or arriving late; when Covid-related safety protocols are in place, parents/visitors are not allowed in classrooms (teachers will be informed by front office staff when parents/visitors are in the front office).

**Bus Drop Off and Pick Up Procedures:**

1. First Student or district transportation that drops off or picks up students will do so in the designated loading and unloading zones clearly marked at the front of the school.
2. Teachers and paraeducators meet the buses to escort students off and on the buses or to and from the classrooms.

**Visitors, Parents, Guardians:**

1. All visitors are required to enter the main administration building at Ramacher and sign-in at the front desk. All FCSS visitor's are required to have their FCSS badge well on campus.
2. They will give the name of the staff member with whom they are meeting or reason for their visit.
3. The visitor will be escorted to the proper location or have the staff member come to the front to meet them.
4. Upon leaving, visitor signs out at the front desk.
5. If visitors are onsite without a visitors badge, staff will always redirect them to the main office.
6. Parents delivering or picking up children from the Headstart Program are instructed that they must go straight to the classroom and exit the campus immediately after picking up or dropping off their child.

#### II. Staff

Please define the procedures for the daily ingress/egress of staff. Attach maps and additional pages as necessary.

**Regular Staff Sign-In and Sign-Out Procedures:**

1. Regular staff members including teachers, DIS (Speech Therapist, Occupational Therapist, APE Specialist, OI Specialist, VI Specialist and Paraeducators sign in at the front desk in the main office. They are also required to sign out and back in only when taking their lunch break or other pre-approved breaks off campus.

**Substitute Teachers, Paraeducators and LVN Sign In and Out Procedures:**

1. All substitute teachers and paraprofessionals sign in and out at the front desk sign in book.

## Site-Specific Discipline Rules/Policies

Section EC32282(a)(2)(I)

### **BETH RAMACHER EDUCATIONAL CENTER**

Please list any discipline rules/policies that are specific to your site. Attach additional pages as necessary.

No site specific discipline rules/policies

## Site's Discussion on Safe and Orderly Environment Conducive to Learning

Section EC32282 (a)(2)(H)

### BETH RAMACHER EDUCATIONAL CENTER

Please explain your site's policy on a safe and orderly environment conducive to learning. Provide as much information as possible.

The development of Ramacher's Safe School Plan was undertaken as a part of the overall planning and evaluation which has long been established at the Beth Ramacher Educational Complex. This planning and evaluation procedure has been developed with a collaborative committee including our program manager, program secretary, psychologist, one classroom paraeducator, two classroom teachers and a community member.

The following procedures were utilized in developing Ramacher's Safe School Plan.

1. Our vision of a safe school plan was discussed, including the components of an ideal safe school.
2. Annual review of emergency procedures was conducted with special attention to evacuation and medical attention. This Plan has been integrated into the overall Safety procedures in place at Ramacher School and will be reviewed at least annually but more often as needed.
3. Pertinent data and observations were reviewed and compiled.
4. Ramacher's safety concerns and issues were determined and addressed with special attention given to weather including extreme heat, electric storms, and health concerns resulting from power outages.
5. Priorities and objectives have been defined and Ramacher's most imperative safety concerns and strategies have been identified.
6. A system was developed to evaluate the effectiveness of the strategies and activities through frequent meetings of the leadership staff, regular evacuation, lock down and shelter in place drills with data collected on performance.
7. Relevant crime statistics are reported to the Fresno County Office of Education safety officer. Attendance and annual review with staff regarding safety and environment is collected and analyzed for adjusting our ongoing safe school plan.

There are a total of 16 classrooms on the Ramacher campus. Students range from ages three through twenty-two and approximately 10% are considered medically fragile. Of this 10%, most use a wheelchair for mobility. A credentialed school nurse (RN) and one procedure nurse (LVN) work five days per week at the center and strictly follow the guidelines for sending students home or having them remain home when sick. This helps to protect the health of all students and speeds recovery of those that are ill. Five students attending the center have nurse attendants (1:1 LVN's) that support their medical needs throughout the day. This is required because of the extensive monitoring required to ensure appropriate respiration. The majority of the students at Ramacher are from low income families and all Ramacher students qualify for free lunch under the Community Eligibility Program through Fresno Unified School District food services. The staff at Ramacher includes six teachers for severely disabled, twelve paraeducators for severely disabled, two teachers for PIP program, four paraeducators for PIP program, one SLP for PIP, one teacher for the Deaf & Hard of Hearing (DHH) program, one paraeducator for the DHH program, two teachers and four paras for the two ED classrooms, one school psychologist for the ED program, one psychologist for PCIT, two administrative support personnel, two custodians, one food service technician, one principal, two adults with disabilities through Vocation Plus and one job coach through Vocation Plus. Two classrooms are used for office space. Room 7 houses two school psychologists, two speech therapists, one speech therapy assistant, one behavior specialist, two OTs, and three APE Specialists. Room 9 houses one braille transcriber, five OI specialists, six VI specialists, and one O&M specialist. Total FCSS/VocPlus employees on campus on any given day may total 67 individuals. The school also houses a head-start program on the campus; head-start is not part of fcss (employee counts not included in this document). Head-start follows Ramacher ingress, shelter, evacuation, fire, earthquake, and lock-down procedures.

Please discuss the school culture at your site. Provide as much information as possible.

Beth Ramacher Educational Complex is participating in Positive Behavior Intervention and Supports (PBIS) training which involves establishing consistent behavioral expectations across the campus. Further information on PBIS is included in the School Safety Plan.

#### Affiliation and Bonding

Ramacher provides a safe place for children to learn, both physically and psychologically. A positive climate is nurtured for students and staff. Additionally, the ethnic, cultural, and religious backgrounds of all students are acknowledged and respected. School activities further encourage students, parents and community members to bond.

#### Behavioral Expectations

Students, parents, and staff members are involved in setting standards for behavior. The discipline policy incorporates the education code and Hughes Bill. Positive re-enforcement and rewards are part of supporting appropriate behavior. The school psychologist also supports students and staff in implementation of positive behavior supports.

#### Participation and Involvement

Staff members are involved in decision-making through participation on the school's various curricular and school-wide committees and through meetings and written surveys. Parents are involved each step of the way in decision-making pertaining to their children's education and to the school's educational programs through the IEP process. To encourage the involvement of parents and students in school events, a committee has been charged with ensuring active engagement for both parents and community members. Parents are encouraged to participate in school activities which vary every year.

A sample of such activities includes:

- Harvest Festival
- Winter Dance
- Science Fair
- Valentine Dance
- Diversity Month Pot Luck
- Earth Day
- Schneider Electric' s Kids' Day
- Prom
- Water Play
- Ice Cream Contest

Please provide three goals for the school culture at your site.

1. Continue hosting parent trainings, PBIS student awards, and invite parents to school events.
2. Distribute School Climate Survey to stakeholders; evaluate findings and plan accordingly.
3. Implement regular community partnership with local law enforcement



Please describe your site's physical condition as it relates to the discussion on a safe and orderly environment conducive to learning. Provide as much information as possible.

Ramacher School is a Fresno County Superintendent of Schools school located at the southwest perimeter of the City of Fresno, California. The school consists of Five single story buildings, three portable classrooms, and two storage buildings all located on three acres at 710 North Hughes Avenue in Fresno. As a public school, Ramacher provides services to approximately eighty students with complex support needs including both academic and medical challenges. Approximately sixty-nine students are bused to the Beth Ramacher Educational Complex at 710 North Hughes each day. The PIP Program has sixteen students attending the center as well as DHD Program who has seven students attending the center. There are approximately eighty Head Start preschool students, in addition to those noted above, attending the center on the Ramacher campus. Transportation is provided for students through a combination of First Student and district provided transportation and parents. Ramacher was built in 1972 at the North Hughes Avenue location. (It had the distinction of being the first center public education school for sever disabilities to be built in Fresno County.) The main building is approximately twelve thousand square feet and is located on the front half of the three acre lot facing North Hughes Avenue. The main building has six classrooms, a nurse's office, support staff offices, lounge, conference room and front office. Two storage sheds have been built on the rear half of the property and are approximately twelve hundred square feet each. There are three portable classrooms (rooms 12 & 13), and another used for parent training (room 14). In 2003 the Fresno County Superintendent of Schools added five classrooms (rooms 7,8, 9, 11) PIP class (room 10) and a Head Start program to the Ramacher campus. In 2004 two more classrooms were added to School Location.

The Ramacher School is located at the southwest edge of the City of Fresno near the Chaffee Zoo. The forty-eight year old facility is within an older established low income neighborhood. Situated outside the city limits, Hughes Avenue between Belmont and Olive has no sidewalks or street lights. A mixture of older homes and businesses somewhat sprinkle the area with unkempt vacant lots on two sides of the school grounds. As part of keeping the environment safe, a Facilities Inspection Tool (FIT) is conducted annually to report and correct any unsafe work conditions as well as to encourage the immediate reporting of any change of condition. Also, FCSS has the school inspected by Organization of Self Insured Schools (every 3 years), and an annual inspection is made by the local fire marshal. The school facilities and grounds are used by other agencies and community services including Head-start Preschool. The school has been viewed by the community as a safe environment.

#### School Grounds

Safety, cleanliness, and maintenance of the grounds and buildings are high priorities at Ramacher School. The grounds are well lighted at night and the perimeter is secured with a six foot high fence providing a safety barrier for students from traffic and discouraging vandalism and crime. Cameras are not currently utilized. All gates and playground equipment are locked at night and gates separating children from traffic are closed during the day. Grounds are level and planned to aid safety of children in, wheelchairs and children learning to walk. Playground equipment is modern and well maintained.

#### School Buildings and Classrooms

Ramacher's classrooms surround a multi-purpose room in one large (12,000 sq ft) square building with inside doors that enter the common area that also serves as the cafeteria. The main building was completely modernized in 2010. Outside classroom doors are situated around the perimeter. Classrooms are well maintained and free of hazards. Ramacher is also a drug, alcohol and tobacco free environment. Carpets are thoroughly cleaned and sanitized twice a year. Tile flooring is mopped daily and waxed twice a year. Integrated Pest Management practices assure an insect free environment.

#### Internal Security Procedures

Ramacher maintains an emergency preparedness disaster plan to ensure the safety of students and staff. The plan includes provisions for classroom disaster instruction and evacuation. Additionally, all instructional staff and nurses have received CPR and first aid training. All buildings maintain fire alarms, security alarms, heat sensors and sprinklers. Alarms directly alert appropriate emergency stations for immediate response. Access to keys is strictly controlled and valuables and equipment are carefully inventoried. During evening events a security service is contracted. An emergency information station is maintained consisting of information, including emergency cards of students, and specific instructions for emergencies and disasters, including persons in charge.

Please provide three goals for your site's physical condition.

1. Repair old/damaged playground equipment
2. Replace/Upgrade school-wide PA system and camera security system
3. Complete routine checks of facilities/equipment to ensure they are in proper working order and safe for use

## Tactical Response Protocols

Section EC32282(a)(2)(J)

**BETH DAMACHER EDUCATIONAL CENTER**

Redacted per Ed code section 32281(f)(1)

# Appendix C

Career Technical Educational Charter  
High School

**FRESNO COUNTY OFFICE OF EDUCATION  
EMERGENCY PROCEDURES  
STANDARD OPERATION PROCEDURE #813**

**Effective 01/13/97  
Revised 10/9/13**

Initiated by Jeff Becker

Approved by Jan Biggs

The following are procedures that are to be adhered to in the event of an emergency. A copy of each procedure will be posted in a flip chart and placed on all employee bulletin boards.

1. [Emergency Telephone Numbers](#)
2. [Emergency Fire Procedure](#)
3. [Evacuation Procedure](#)
4. [Bomb Threat Call Instructions](#)
5. [Defibrillator Policy](#)
6. [Emergency 1<sup>st</sup> Responder Kits](#)
7. [Emergency Lockdown Procedure](#)
8. [Power Outage Procedure](#)
9. [Earthquake Procedure](#)



## EMERGENCY POLICIES & PROCEDURES

### EMERGENCY TELEPHONE NUMBERS

|                              |                 |
|------------------------------|-----------------|
| <b>EMERGENCY</b>             | <b>DIAL 911</b> |
| <b>Ambulance</b>             | 443-5900        |
| <b>Fresno Fire</b>           | 621-4000        |
| <b>Fresno Police</b>         | 621-7000        |
| <b>Fresno County Sheriff</b> | 488-3939        |
| <b>Poison Control</b>        | 1-800-222-1222  |
| <b>CAL OSHA</b>              | 445-5302        |

### MEDICAL TREATMENT FACILITIES

**Concentra Urgent Care Facilities**  
7265 N. First Street, Suite 105: 431-8181  
2555 S. East Ave, Fresno: 499-2400

### EMERGENCY FIRE PROCEDURE

**If the fire is in your area:**

1. Activate the fire alarm at the nearest manual pull box station as shown on posted diagram. (Some sites have fully automated fire alarm systems and do not have pull box stations).
2. Call the fire department - **Dial 911**.
3. Use a portable fire extinguisher to fight the fire, if possible.
4. If unable to put out the fire, evacuate the building immediately, closing doors on your way out. Follow the **Evacuation Procedure** listed below.

**If the fire is NOT in your area:**

1. Evacuate the building immediately when alarm sounds. Follow the **Evacuation Procedure** listed below.

### EVACUATION PROCEDURE

2. Do not use elevators.
3. Using the front or back stairs (if applicable) and doors, proceed directly to the designated assembly area. Close doors behind you.
4. Be sure to take purses, wallets, or other personal valuables with you, if safe to do so.
5. Do not attempt to reenter the building until instructed.
6. Keep clear of all emergency vehicles and equipment.
7. If unable to descend the stairs, remain in the stairwell until help arrives.
8. Upon evacuating the building, immediately report to your site's designated evacuation coordinator.
9. Remain in the designated assembly area until further instructions are received.

### BOMB THREAT CALL INSTRUCTIONS

1. **TIME:** Note the time the call is received and the time the call terminates.
2. **WHERE:** Ask exactly where the bomb is located.
3. **WHAT:** Ask what the bomb is made of and what type of detonation device it has.
4. **WHEN:** Ask when the bomb is due to explode.
5. **Who:** Ask who is calling or say "I'm sorry, I didn't get your name."
6. Get the attention of someone near you and have them notify the site administrator.
7. Try to determine if the caller is male or female.
8. Listen for an accent, background noise, or other sounds that might provide clues to who is calling and where the call is coming from.
9. When the caller hangs up, immediately write down everything that was said while it is fresh in your mind, and report to the site administrator.

### DEFIBRILLATOR POLICY

- An AED (defibrillator) is to be used on an unconscious person without signs of circulation to increase the immediate chance of survival of the victim.
- The procedure for defibrillation will be attached to each AED and sent to employees annually.
- Following use of the AED, notify the Director of Health Services.
- The AEDs are to be checked monthly by the maintenance staff.



## EMERGENCY POLICIES & PROCEDURES

### AED DEFIBRILLATOR LOCATIONS:

- **Van Ness**
  - 1<sup>st</sup> Floor - by Elevator
  - 2<sup>nd</sup> Floor - Outside room 270
- **Towers Building**
  - 1<sup>st</sup> Floor - Hallway next to 101
  - 3<sup>rd</sup> Floor - by Elevator
  - 4<sup>th</sup> Floor - by Elevator
  - 5<sup>th</sup> Floor - by Elevator
  - 6<sup>th</sup> Floor - by Elevator
  - 7<sup>th</sup> Floor - by Elevator
  - 8<sup>th</sup> Floor - by Elevator
- **Other Locations**
  - Ramacher
  - Sutherland
  - Scout Island
  - Fresno ROP
  - Monte Vista
  - Kermit Koontz Education Complex
  - Channing Court
  - Venture Bay
  - Violet Heintz Education Academy

### EMERGENCY 1<sup>ST</sup> RESPONDER KITS

Emergency 1<sup>st</sup> Responder Kits are provided and maintained by the Facilities & Operations Department at the Downtown site. For other site locations, contact your site administrator.

Kits should only be accessed in case of an emergency. First aid supplies and tools located inside should not be used except in case of an emergency.

### Emergency 1<sup>st</sup> Responder Kit Locations:

- **Van Ness**
  - 1<sup>st</sup> Floor: Room 127
  - 2<sup>nd</sup> Floor: Room 234 & Lunchroom
  - 3<sup>rd</sup> Floor: Room 326
- **Tower's Building**
  - 1<sup>st</sup> Floor: Hallway next to 101
  - 2<sup>nd</sup> Floor: Room 211
  - 3<sup>rd</sup> Floor: Room 316
  - 4<sup>th</sup> Floor: Room 418
  - 5<sup>th</sup> Floor: Room 519
  - 6<sup>th</sup> Floor: Room 617
  - 7<sup>th</sup> Floor: Room 722
  - 8<sup>th</sup> Floor: Room 814
- **Other Locations- See site administrator**

### EMERGENCY LOCKDOWN PROCEDURE

1. Upon an emergency lockdown alert, proceed directly to your designated lockdown area, if safe to do so.
2. If you are unable to access the designated lockdown area, find a safe place to hide and stay quiet.
3. Evaluate your work area and assist employees into the lockdown area.
4. Secure the lockdown area door once everyone is inside.
5. Stay away from doors and windows.
6. Turn off lights.
7. Close window blinds or coverings.
8. Take cover behind something solid, if available.
9. Remain absolutely quiet.
10. Do not use cell phones unless necessary to communicate regarding the incident. Cell phones should be shut off or put on silent.
11. Do not leave the lockdown area until the area has been cleared and you are instructed by authorized personnel.

### POWER OUTAGE PROCEDURE

1. Remain at or return to your duty station.
2. Shut off all equipment.
3. Do not wander around or leave the building.
4. Await instruction.

### EARTHQUAKE PROCEDURE

1. **DROP, COVER, & HOLD ON!** Drop to the floor and take cover under a sturdy desk or table. Cover your head with your arms. Hold on to the table/desk, even if it moves. If a table is not available, be sure to cover your head and keep it protected.
2. After shaking has stopped, locate the Emergency 1<sup>st</sup> Responder Kit in your area.
3. Await further instruction from authorized personnel.

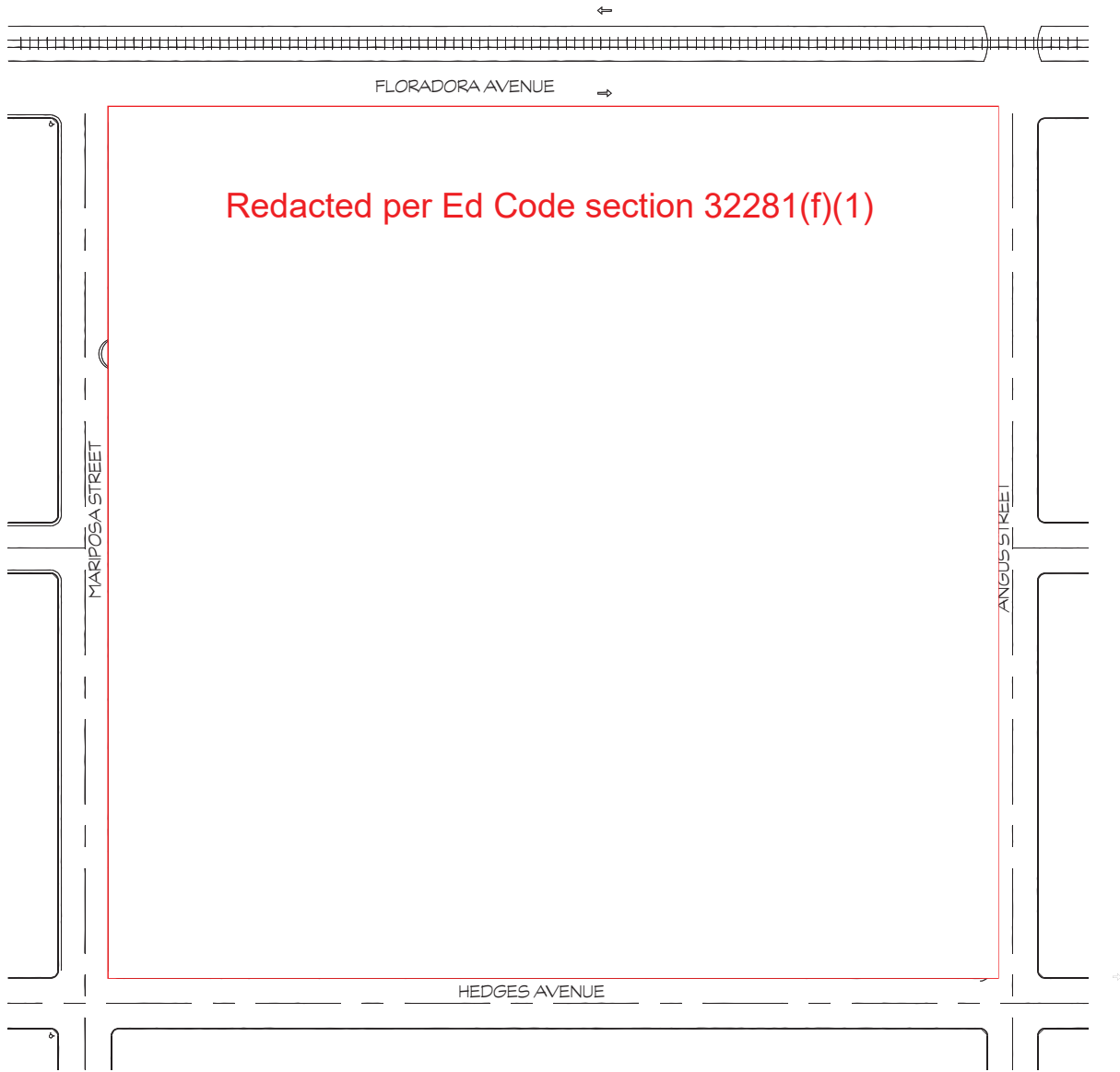
## Career Technical Education Charter

### Phone Directory

Please list names in alphabetical order by last name.

| First & Last Name  | Office or Room # | Phone Number | Agency Name<br>(if not FCSS employee) |
|--------------------|------------------|--------------|---------------------------------------|
| Capper, Anna       | 502              | 4306         | FCSS                                  |
| Adjemian, Manik    | 204              | 4294         | FCSS                                  |
| Bernard, Stefan    | Office           | 4068         | FCSS                                  |
| Brown, Mark        | Lab B            | 4086         | FCSS                                  |
| Cabrera, Jammilex  | 203              | 4252         | FCSS                                  |
| Calderon, Kim      | 301              | 4249         | FCSS                                  |
| Cavazos, Jacob     | Prd. Flr A       | 4071         | FCSS                                  |
| DeGough, Erin      | 501              | 4288         | FCSS                                  |
| Delano, Jon        | Office           | 4048         | FCSS                                  |
| DeLapp, John       | 303              | 4057         | FCSS                                  |
| Emerson, Brian     | Lab A            | 4071         | FCSS                                  |
| Williams, Frenisia | Office           | 4862         | FCSS                                  |
| Frea, Mari         | 201              | 4307         | FCSS                                  |
| Fulvio, Carina     | 504              | 4240         | FCSS                                  |
| Gee, Korinna       | 302              | 4224         | FCSS                                  |
| Hodges, Amanda     | 403              | 4292         | FCSS                                  |
| TBD                | 401              | 4303         | FCSS                                  |
| Martinez, Rick     |                  | 4303         | FCSS                                  |
| Martinez, Richard  |                  |              | FCSS                                  |
| Matthews, Steven   | Prd. Flr B       | 4086         | FCSS                                  |

| First & Last Name | Office or Room # | Phone Number | Agency Name<br>(if not FCSS employee) |
|-------------------|------------------|--------------|---------------------------------------|
| Moua, Amy         | Office           | 4887         | FCSS                                  |
| Perez, Blanca     | Office           | 4236         | FCSS                                  |
| Presto, Rose      | Prd. Flr A       | 4264         | FCSS                                  |
| Sandoval, Hilda   | Office           | 4872         | FCSS                                  |
| Sheldon, Bryan    | 202              | 4875         | FCSS                                  |
| Gonzalez, Eric    | 702              | 4226         | FCSS                                  |
| LaPlaca, Samuel   | 702              | 4226         | FCSS                                  |
| Preston, Cole     | 402              | 4233         | FCSS                                  |
| Vargas, Jhosselyn | 503              | 4304         | FCSS                                  |
| Watterson, Andria | Office           | 3752         | FCSS                                  |
| Ybarra, Mark      | 201              | 4307         | FCSS                                  |
| Houghton, Brigeen | 505              |              | FCSS                                  |
| Merrell, Alex     | Office           |              | FCSS                                  |
| Valencia, Andrea  | 505              |              | FCSS                                  |
| Olvera, Lisa      | Clovis Site      |              | FCSS                                  |
| McDonald, Vadal   |                  | 4303         | FCSS                                  |
|                   |                  |              |                                       |
|                   |                  |              |                                       |
|                   |                  |              |                                       |
|                   |                  |              |                                       |





## **Standardized Emergency Management System (SEMS)**

### **Authorities and References**

School administrators have the responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood, or a terrorism incident. Developing emergency operations plans and training staff in emergency response procedures is required by law. The Katz Act of 1984 [Sections 35295-35297 of the California Education Code] requires that schools plan for earthquakes and other emergencies. The Petris Bill of 1992 [Section 8607 of the California Government Code] requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). This necessitates that the principles of SEMS be incorporated in plans, that all school personnel be trained in how the system works, and that schools have drills and exercises in order to practice using the system. In 2004, pursuant to Homeland Security Presidential Directive Number 5, the federal government adopted a National Incident Management System (NIMS) "to provide a consistent nationwide approach for federal, state, and local governments to work effectively together to prepare for, prevent, respond to and recover from domestic incidents, regardless of cause, size, or complexity." Because NIMS explicitly includes school districts in its definition of "local government," it is clear that schools must comply with both SEMS and NIMS requirements as they plan, train, and respond to emergencies.

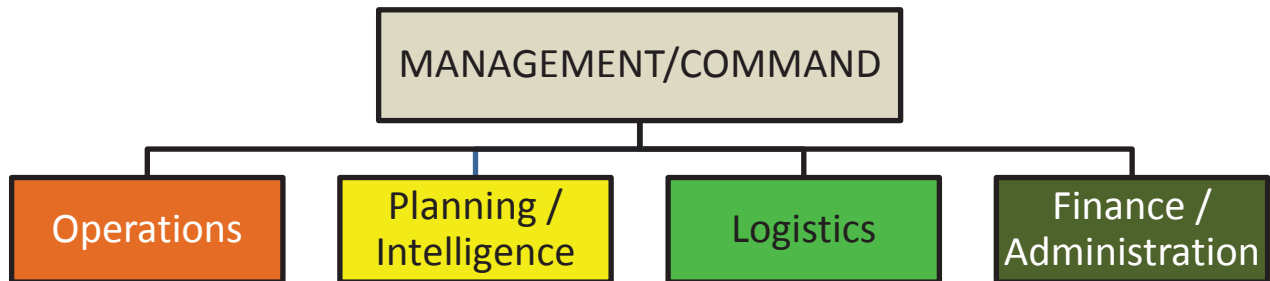
Fortunately, NIMS is based largely on the same management principles embodied by California's SEMS. This means that with but a few minor exceptions, compliance with SEMS will ensure NIMS compliance as well. Therefore, except where otherwise noted, the term SEMS will be used in this document to cover principles and procedures that are common to both California and federal emergency management systems.

### **Emergency Organization Using SEMS**

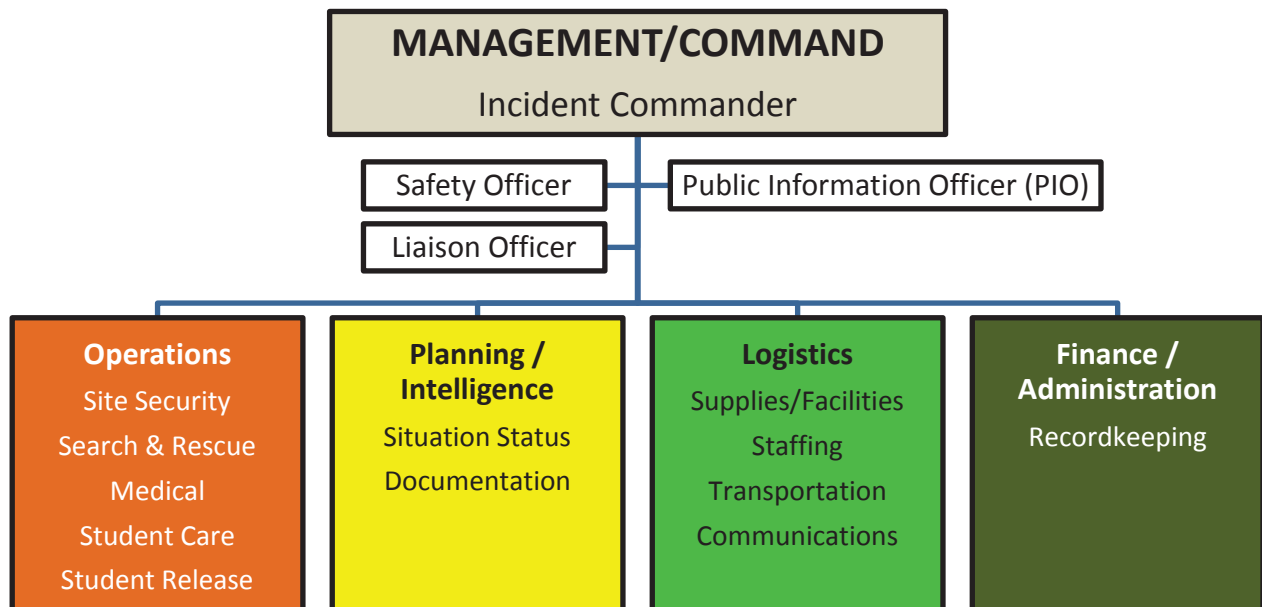
California's SEMS is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: MANAGEMENT/COMMAND; PLANNING/INTELLIGENCE; OPERATIONS; LOGISTICS; AND FINANCE/ADMINISTRATION.

These five functions, together with their sub-functions, entail all the tasks involved in any emergency response. They may be performed by a few people or by many, depending on the size of the emergency and the human resources at hand. These five functions should constitute a basic structure for pre-designated Emergency Management Teams at the school site. Section 3 of this Emergency Operations Plan describes the specific roles and responsibilities of each staff member assigned to the school's Emergency Management Team.

The SEMS emergency organization structure is a modular one that starts at the top and can expand to address the needs of the situation, as need and available personnel increase or decrease. For example, a small school may have one person perform more than one function. A medium sized school may have one person per function, and a large school may need to have more than one person for some functions. The structure can expand and contract, as necessary and based on available personnel. The specific organizational structure established for any given incident will be based on the management needs of the incident and the resources available to the school.



Each one of the five functions has certain roles and responsibilities during a disaster or school emergency. The Management function oversees response activities in consultation with the coordinators of the Operations, Planning / Intelligence, Logistics and Finance / Administration Sections. Each of these Sections, in turn, has a team or teams tasked with implementing very specific components of the school emergency response plan. These teams and their affiliate sections are outlined in the chart, below.



## **Guidelines for Staffing SEMS Positions in FCOE**

Staffing Emergency management teams should be planned for in light of the specific circumstances and capabilities of the individual school sites. A school can tailor the exact arrangement of components to itself, as long as the five functions are covered somehow.

The organizational flexibility of SEMS is based on three principles:

1. Only those functional elements that are required to meet the current objectives of a specific incident need to be activated. For example, not every incident may require Search and Rescue teams.
2. All elements of the organization can be arranged in various ways within or under the five essential SEMS functions. For example, a single person may be designated to fill more than one function.
3. The duties of any non-activated element of the organization will be the responsibility of the next highest element in the organization. For example, the Incident Commander is responsible for the duties of ALL five functions until staff are assigned and available.

Bearing these principles in mind, the following guidelines are offered for staffing the five primary SEMS functions at your school.

### **Management**

This function is typically staffed by the school Principal/Administrator/designee, as the Incident Commander. In the absence of the Principal, the Incident Commander role can be filled by an Assistant Principal, Secretary, Librarian, or any trained administrator designated in the chain of command.

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. The Incident Commander may be assisted in carrying out the management function by a Public Information Officer, Safety Coordinator, and Agency Liaison (unless Incident Commander decides to also fill one or more of these roles).

### **Operations**

This function is typically staffed by facilities/maintenance staff, instructional staff, and/or nurses.

Under SEMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, student care, search and rescue, site

security, damage assessment, evacuations, and the release of students to parents. In this Plan, these activities are performed by the following teams, under the direct supervision of the Incident Commander, unless an Operations Section Chief is assigned: “Medical,” “Site Security,” “Search and Rescue,” “Student Care,” and “Student Release.”

### **Planning / Intelligence**

This function is typically staffed by instructional or administrative staff, including librarians, computer center managers, or teacher’ aides.

During an emergency, the SEMS Planning function involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This knowledge and understanding about the situation at hand is vital to the effective management of a response. Under SEMS, this function is supported by two staff members, one involved with “Documentation” and the other with “Situation Analysis.” Both of these positions, if assigned at the discretion of the Principal/designee, will report directly to the Incident Commander unless a Planning Section Chief is assigned.

### **Logistics**

This function is typically staffed by facilities, instructional, or administrative staff.

The Logistics function of SEMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. In this Plan, these activities are performed by staff members or units designated as “Supplies and Facilities,” “Staffing,” and “Communications.” They report directly to the Incident Commander unless a Logistics Section Chief is assigned.

### **Finance/Administration**

This function is typically staffed by administrative or clerical staff.

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. In this Plan, these activities may be performed by a “Documentation” position which reports directly to the Incident Commander unless a Finance/Administration Section Chief is assigned.

### **The Incident Command Post**

The Incident Command Post (ICP) is the school’s incident “headquarters,” a location where the primary coordination and management functions are executed. The most important

consideration is that the ICP have enough space for the Incident Command staff and four Section Chiefs to set up and proceed with emergency response coordination. This requires a working communications system (if available), tables and chairs to work from, good lighting, writing supplies, and display areas (for maps, plans, assignments, etc.).

Possible locations for the ICP include the school office, gymnasium, cafeteria, or yard area. It may be desirable to locate the ICP such that the full emergency assembly area is in view, while maintaining adequate separation from students, evacuation assembly areas, medical treatment areas, and student release areas. Each school should pre-designate a primary and alternate ICP.

### **The Incident Action Plan**

The Incident Action Plan (IAP) is a simple plan to provide all supervisory personnel with direction for actions during a specified operational period (usually 12 or 24 hours). The IAP is developed by the Incident Commander and/or the Planning Section Chief, with input from management staff and the Section Chiefs. The IAP should define the strategic objectives reflecting the overall incident response strategy, and then lay out specific actions needed to attain each strategic objective. The actions should be more specific than the objectives and, like lesson plans, they should be clear and measurable. The IAP should designate the resources, personnel, and support required to achieve the actions within the specified time frame.

There is no single way to write an IAP, but it may help to follow the Incident Action Plan Template provided at the end of this section. But remember, forms are provided to assist you, not to confuse you. Elements that may be included in the IAP include:

- **Overall Strategic Objectives** – These should be limited in number, generally not more than four or five per operational period.
- **Designate Date and Operational Period** – Each IAP covers a specific time frame, usually 12 or 24 hours. They must be dated and kept for documentation.
- **Organization** – Describe what positions of the Standardized Emergency Management System will be staffed in the next operational period.
- **Actions and Assignments** – A concise description of the actions to be achieved, and the names of the individuals who will be assigned to each.
- **Supporting Materials** – Examples: a map of the school and/or incident, a communications plan (cell phone numbers, radio frequencies, etc.), a medical plan, a traffic plan, list of special precautions.

### **Activation of the Emergency Operations Plan**

A basic principle of SEMS is that every emergency incident requires a person in charge. In SEMS terminology, this person is called the INCIDENT COMMANDER. At all times there must be a staff person designated to fill this role, even if it is the only role assigned. At the school level, this position is typically filled by the School Administrator (most often the Principal or designee) until such time that the fire department, police, or other responding agencies arrive on campus.

Until such help arrives, and unless the Incident Commander delegates some emergency response duties to others, the Incident Commander is responsible for ALL tasks necessitated by the emergency, including management, operations, planning, logistics, and finance/administration.

The Incident Commander or designee has the sole authority to activate the school's Emergency Operations Plan, including mobilization of the School Emergency Management Team and establishment of an Incident Command Post. There are several circumstances under which s/he may decide to do so:

1. Professional emergency responders are unavailable (e.g., in a major disaster where all emergency personnel are committed elsewhere, schools may be "on their own" for hours, or even days).
2. Professional emergency responders need additional help (e.g., with search and rescue, student care, dealing with parents, etc.).
3. To prepare and plan for an anticipated emergency (e.g., a pandemic).
4. To prepare for a major planned non-emergency activity (e.g., community events, multiagency drills or exercises, etc.).

### **Mutual Aid Process**

SEMS is a standard organizational model that is used at every level of government in the State of California. Within SEMS there are five organizational levels:

- 1) State level
- 2) Regional level
- 3) The Operational Area (Fresno County)
- 4) Local Government (cities and towns)
- 5) Field Level (school sites)

This model is based on a "mutual aid system" that is designed to ensure that adequate resources, facilities, and other support are provided to jurisdictions whenever their own resources prove to be inadequate to cope with a given situation. In SEMS, all activity is generated from the bottom up. At each level there is the expectation that all resources available at this level will be utilized before requesting resources from the next level up.

A school site is defined as the "field level." This is the level at which staff actually work with the injured, the building damage, the search and rescue, and all other activities directly related to the results of the emergency. When schools are impacted by an emergency or disaster, each affected school site establishes an ICP to develop and direct a coordinated emergency response. As school ICP staff identify needs for additional resources (personnel, equipment, supplies, etc.) they forward resource requests to a Schools' Branch Director in an Emergency Operations Center (EOC) at the next highest organizational level.

In Fresno County, the specific EOC contacted varies by geographic location of the affected school site. Schools located within incorporated cities or towns contact the local City or Town EOC. Schools located within unincorporated areas of the county contact the Fresno EOC.

### **Unified Command**

The control and response to campus emergencies is the sole responsibility of the School Emergency Management Team until professional emergency responders arrive. Once they arrive on campus, incident command transitions to “Unified Command.” Unified Command is a cooperative effort that allows all agencies with responsibility for the incident (e.g., school, fire, police etc.) to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.

The transition to Unified Command is initially facilitated by an on-site briefing of first responders by the school’s Incident Commander and Emergency Management Team. Following the initial briefing the school’s Incident Commander will work closely with representatives of each responding agency to plan and carry out response activities. This means that professional emergency responders will be coordinating emergency response activities in consultation with the School Emergency Management Team unless the school’s Incident Commander deems it too dangerous or unsafe for the School Emergency Management Teams to continue to participate.

Remember, first responders are professionals. Work with them and take your cues from them.

## Incident Action Plan Template

### **The following pages provide a template of preparing an Incident Action Plan (IAP)**

The IAP should be a simple plan to provide all supervisory personnel with direction for actions during a specified operational period (usually 12 or 24 hours). The IAP is developed by the Incident Commander and/or the Planning Section Chief, with input from management staff and the Section Chiefs. The IAP should define the strategic objectives reflecting the overall incident response strategy, and then lay out specific actions needed to attain each strategic objective. The actions should be more specific than the objectives, and like lesson plans, they should be clear and measurable. The IAP should designate the resources, personnel, and support required to achieve the actions within the specified time frame.



**INCIDENT ACTION PLAN**

School/Site:

**FOR OPERATIONAL PERIOD:**

**FROM:** Date:  
Time:

**To:** Date:  
Time:

**PREPARED ON:**

Date:  
Time:

**GENERAL OBJECTIVES**

*OBJECTIVES should be stated in measurable terms to allow for evaluation of progress. Each TASK assigned to Sections should address a specific OBJECTIVE.*

**SAFETY MESSAGE (Safety Officer)**

**ATTACHMENTS (✓ IF ATTACHED)**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Current Situation Report | <input type="checkbox"/> Task Assignments | <input type="checkbox"/> Traffic/Staging Area Map |
| <input type="checkbox"/> _____                    | <input type="checkbox"/> _____            | <input type="checkbox"/> _____                    |
| <input type="checkbox"/> _____                    | <input type="checkbox"/> _____            | <input type="checkbox"/> _____                    |

**Prepared by (Planning Section Chief):**

**Approved by (Incident Commander):**

|  |  |                                    |   |
|--|--|------------------------------------|---|
| <b>INCIDENT ACTION PLAN</b>  |  | School/Site:                       |   |
| <b>FOR OPERATIONAL PERIOD:</b><br><b>FROM:</b> Date: _____ <b>To:</b> Date: _____<br>Time: _____ Time: _____ |  |                                    | <b>PREPARED ON:</b><br>Date: _____<br>Time: _____ |
| <b>MANAGEMENT STAFF</b>  |  | <b>OPERATIONS SECTION</b>          |   |
| Incident Commander:  |  | Operations Section Chief:          |   |
| Public Information Officer:  |  | Site Security Team Leader:         |   |
| Liaison Officer:   |  | Search & Rescue Team Leader:       |   |
| Safety Officer:  |  | Medical Team Leader:               |   |
|  |  | Student Care Team Leader:          |   |
|  |  | Student Release Team Leader:       |   |
|  |  |                                    |   |
| <b>PLANNING SECTION</b>  |  | <b>LOGISTICS SECTION</b>           |   |
| Planning Section Chief:  |  | Logistics Section Chief:           |   |
| Situation Analysis Unit:   |  | Supplies/Facilities Unit:          |   |
| Documentation Unit:  |  | Staffing Unit:                     |   |
|  |  | Communications Unit:               |   |
|  |  | Transportation Unit:               |   |
|  |  |                                    |   |
| <b>AGENCY REPRESENTATIVES</b>  |  | <b>FINANCE &amp; ADMIN SECTION</b> |   |
|  |  | Finance Section Chief:             |   |
|  |  | Recordkeeping Unit:                |   |
|  |  |                                    |   |
|  |  |                                    |   |
| <b>Approved by:</b>  |  | <b>Prepared by:</b>                |   |
| <input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this sheet.            |  |                                    |   |

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| <b>SECTION TASKS</b>   | School/Site: |   |
| <b>FOR OPERATIONAL PERIOD:</b><br><b>FROM:</b> Date: _____ <b>To:</b> Date: _____<br>Time: _____ Time: _____ |              | <b>PREPARED ON:</b><br>Date: _____<br>Time: _____ |
| <b>MANAGEMENT SECTION</b>  |              | <b>PERSON ASSIGNED TO:</b>                        |
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| <b>PUBLIC INFORMATION OFFICER STAFF</b>  |              | <b>PERSON ASSIGNED TO:</b>                        |
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| <b>OPERATIONS SECTION</b>  |              | <b>PERSON ASSIGNED TO:</b>                        |
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| <b>SECTION TASKS (Cont.)</b> | School/Site: |
|------------------------------|--------------|

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| <b>PLANNING SECTION</b> | <b>PERSON ASSIGNED TO:</b> |
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| <b>LOGISTICS SECTION</b> | <b>PERSON ASSIGNED TO:</b> |
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| <b>FINANCE SECTION</b> | <b>PERSON ASSIGNED TO:</b> |
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**ACTION PLAN OBJECTIVES FOR TOMORROW (OR NEXT OPERATIONAL PERIOD)**

*To be determined by Incident Commander in consultation with Section Chiefs.*

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**SCHEDULED BRIEFINGS (Incident Commander/PLANS CHIEF/PIO)**

| Briefing Type | Frequency | Time | Location | Briefer |
|---------------|-----------|------|----------|---------|
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**SCHEDULED MEETINGS (Incident Commander/PLANS CHIEF/PIO)**

| Meeting Type | Frequency | Time | Location | Facilitator |
|--------------|-----------|------|----------|-------------|
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| <b>Incident Check-in Roster</b> | School/Site: |
|---------------------------------|--------------|

|                |                |                |
|----------------|----------------|----------------|
| Incident Name: | Date Prepared: | Time Prepared: |
|----------------|----------------|----------------|

|                        |                                |
|------------------------|--------------------------------|
| Unit Name/Designators: | Unit Leader (Name & Position): |
|------------------------|--------------------------------|

Operational Period (MM/DD/YY – MM/DD/YY):

**PERSONNEL ROSTER ASSIGNED**

| Name & Incident Position | Phone | Other (radio frequency, runner name, etc.) |
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**Prepared by:**

| <b>LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)</b> |             |                 |                       |
|--|-------------|-----------------|-----------------------|
| <b>ORGANIZATION/AGENCY</b>   | <b>NAME</b> | <b>LOCATION</b> | <b>CONTACT NUMBER</b> |
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**DISTRIBUTION:**

- All Management Section Staff
- All Section Chiefs
- All Team Leaders
- Documentation Unit
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS), and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Program Manager may serve as both Incident Commander and Operations Officer, etc.

In the event of an emergency situation, the Safe School Leadership Team should report to a designated location to oversee and provide directions. The Program Manager and/or designee(s) in charge is to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Assistant Superintendent. Safe School Leadership Team is listed below.

### Safe School Leadership Team

|                          | Position Title                   | Name             | Work Phone   | Mobile Phone |
|--------------------------|----------------------------------|------------------|--------------|--------------|
| Management / Command     | Director                         | Jonathan Delano  | 559-225-1212 | 559-422-5272 |
|                          | Vice Principal                   | Andria Watterson |              |              |
| Operations               | Vice Principal                   | Andria Watterson |              |              |
|                          | Director                         | Jonathan Delano  |              |              |
| Planning / Intelligence  | Secondary Teacher                | Bryan Sheldon    |              |              |
|                          | Guidance and Learning Specialist | Stefani Bernard  |              |              |
| Logistics                | Content Specialist               | Amy Moua         |              |              |
|                          | Secondary Teacher                | Brian Emerson    |              |              |
| Finance / Administration | Director                         | Jonathan Delano  |              |              |
|                          | Program Assistant                | Hilda Sandoval   |              |              |
| Other                    | Secondary Teacher                | Rick Martinez    |              |              |
|                          | Secondary Teacher                | Mari Frea        |              |              |
|                          | Secondary Teacher                | TBD              |              |              |
|                          | Custodian                        | Richard Martinez |              |              |
|                          |                                  |                  |              |              |

Redacted per Ed Code section 32281(f)(1)

Career Technical Education Charter

Redacted per Ed Code section 32281(f)(1)

Redacted per Ed Code section 32281(f)(1)

School Site

Primary ICP Location

Secondary ICP Location



## Reunification Plan Instructions

School Site Career Technical Education Charter

Reunification Location (must be able to accommodate all parents) CTEC's Multipurpose Room

- Assign responsibilities to staff according to the Reunification Team chart on the next page.
- Select an appropriate location (per safety plan or other location that may be more appropriate given size of school). Consider entry, exit and ability to hold a significant number of people (e.g., multiple stations).
- Ensure that you have all of the appropriate documentation such as student sign-out sheets, emergency cards, reunification forms, as well as office supplies such as pens available.
- Post signs on tables to facilitate communications.
- Set up a photocopier (with power), telephone (or cell phones), a laptop and printer.
- Set up registration area with appropriate tables and signs:
  - a) One table for registration desk.
  - b) One table for reunification team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom).
  - c) One table for reunification team #2 (problem solving team).
  - d) Set up a few tables where parents will line up so that they can fill out forms while waiting. Place student release forms and pens on these tables.
  - e) One table at location where students will meet their parent(s).
- Have interpreters available as-needed.

## Reunification Team

Please fill in your reunification team members in the chart below assigning an emergency task from the letters (a - e) in the instructions. It is important to fill in this information in advance and review it periodically for staff members who have left the site. Please list one alternate for each staff member. Please ensure the team lead is a strong member of your management team.

| Staff Member / Title                            | Alternate / Title                     | Emergency Task             |
|---|---------------------------------------|----------------------------|
| Hilda Sandoval-Admin Assistant                  | Frenisia Williams, Registrar          | A (Registration Desk)      |
| Stefani Bernard, Guidance & Learning Specialist | Amy Moua, Content Specialist          | B (Reunification Team #1)  |
| Jhosselyn Vargas, Spanish Teacher               | Kimberly Calderon, Science Teacher    | B (Reunification Team #1)  |
| Bryan Sheldon-Math Teacher                      | Jammilex Cabrera, Mathematic Teacher  | C (Reunification Team #2)  |
| Rick Martinez, PE Teacher                       | Steven Matthews, Construction Teacher | C (Reunification Team #2)  |
| Melissa Aaron, English Teacher                  | TBD, SPED Teacher                     | D (Release Form Location)  |
| Brian Emerson, CTE Teacher                      | Rose Presto, CTE Teacher              | D (Release Form Location)  |
| Mark Ybarra-SPED Teacher                        | Mari Frea, SPED Teacher               | D (Release Form Location)  |
| John DeLapp-Science Teacher                     | TBD, Science Teacher                  | E (Reunification Location) |
| Samuel LaPlaca-CTE Teacher                      | Blanca Arredondo-Perez, CTE Para      | E (Reunification Location) |
| Mark Brown, CTE Teacher                         | Jacob Cavazos, CTE Teacher            | C (Reunification Team #2)  |
| Jonathan Delano, Director                       | Andria Watterson, Vice Principal      | Floater                    |

Date 02/25/2022

## Reunification Form

Student Name \_\_\_\_\_

Student Grade \_\_\_\_\_ Student Cell Phone Number \_\_\_\_\_

Name of Person Picking Up Student \_\_\_\_\_

Phone Number of Person Picking Up Student \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**STAFF USE ONLY**

Initials

- \_\_\_\_\_ Photo identification matches name of person picking up student.
- \_\_\_\_\_ Person picking up student is listed on the emergency card.

## Reunification Form

Student Name \_\_\_\_\_

Student Grade \_\_\_\_\_ Student Cell Phone Number \_\_\_\_\_

Name of Person Picking Up Student \_\_\_\_\_

Phone Number of Person Picking Up Student \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**STAFF USE ONLY**

Initials

- \_\_\_\_\_ Photo identification matches name of person picking up student.
- \_\_\_\_\_ Person picking up student is listed on the emergency card.

## Student Sign-Out Sheet

All sections must be filled out completely and staff must initial before the student is released to the parent/guardian.

| Student Name | Name of Parent/Guardian | Staff Initials |
|--------------|-------------------------|----------------|
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## Plan Exercise Checklist

All staff shall be trained on the comprehensive school safety plan. (EC32280)

| Date | Time | Program Manager / Designee Signature |
|------|------|--------------------------------------|
|      |      |                                      |

Earthquake drills shall be administered at least once each school quarter in elementary schools and at least once each school semester in secondary schools. (EC32282(a)(B)(i)(II))

| Date | Time | Program Manager / Designee Signature |
|------|------|--------------------------------------|
|      |      |                                      |
|      |      |                                      |
|      |      |                                      |

Fire drills shall be administered at least once a month in elementary schools, at least four times each school year in intermediate schools, and not less than twice every school year in secondary schools. (EC32001)

| Month     | Date | Time | Program Manager / Designee Signature |
|-----------|------|------|--------------------------------------|
| June      |      |      |                                      |
| July      |      |      |                                      |
| August    |      |      |                                      |
| September |      |      |                                      |
| October   |      |      |                                      |
| November  |      |      |                                      |
| December  |      |      |                                      |
| January   |      |      |                                      |
| February  |      |      |                                      |
| March     |      |      |                                      |
| April     |      |      |                                      |
| May       |      |      |                                      |

Lockdown drills shall be administered at least once each school quarter.

| Time of Day         | Date | Time | Program Manager / Designee Signature |
|---------------------|------|------|--------------------------------------|
| Before/After School |      |      |                                      |
| Lunch               |      |      |                                      |
| Instructional Time  |      |      |                                      |

## Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School

Section EC32282(a)(2)(G)

### Career Technical Education Charter High School

#### I. Pupils / Parents / Visitors

Please define the procedures for the daily ingress/egress of pupils, parents, and visitors. These include, but are not limited to, procedures for buses, drop-off/loading, and visitor check-in. Attach maps and additional pages as necessary.

Upon arrival at 1320 N. Mariposa Street, parents and visitors may enter the CTEC campus by entering through the front office via the entrance just east of Mariposa St., or via the parking lot just north of the admin building. There are 80+ parking spaces around the perimeter of campus for visitors to access before entering campus. Campus security monitors gates, parking lots, and the campus grounds on a revolving schedule to ensure the safety of students, staff and visitors. All visitors are required to enter campus through the administrative building and are required to sign in with the Program Assistant. Campus visitors will be required to wear a CTEC visitors badge issued by the staff.

CTEC does not provide bus transportation. Students have access to public transportation and the nearest stop is on route 32 at Fresno St. and Hedges, one block west of CTEC campus or on route 35 at Olive and Mariposa St., 2 blocks south of CTEC campus. With the increase of students, junior and senior students drop-off/pick-up is on Angus St or in the Angus parking lot. Freshman and sophomore students are asked to drop-off/pick-up students off on the west side of campus on Mariposa St.

Freshman and sophomore students may ingress/egress through the main gated entrance located on Mariposa St. or through the north entrance off the staff parking lot located on Mariposa St. Junior and senior students, will enter campus off of Angus St. or Floradora St. Licensed student drivers have access to the parking lot off of N Angus Street (east side of campus). All students are required to acquire a parking pass, with proof of a drivers license and car insurance. Staff and student vehicles are required to display parking permit on the bottom corner of the front windshield.

#### II. Staff

Please define the procedures for the daily ingress/egress of staff. Attach maps and additional pages as necessary.

There are 2 main parking lots available on campus. Staff is required to park in the lot located east of Mariposa St. under the solar panels or along the Innovation Center. There are several parking spots available to staff north of the 700 wing and around the multipurpose room. Staff will exit from the same gates on both Mariposa St or Floradora St. Currentl

Staff will wear their FCSS identification badges at all times (SOP #1312).

Administrators, custodians, front office staff, campus security and identified teachers have radios on their person or within their classroom to aid in support student and staff ingress/egress.

## Site-Specific Discipline Rules/Policies

Section EC32282(a)(2)(I)

Career Technical Education Charter

Please list any discipline rules/policies that are specific to your site. Attach additional pages as necessary.

Misconduct is behavior that disrupts or interferes with the learning environment. CTEC is dedicated to the PBIS framework for improving academic and behavioral outcomes for all students. PBIS takes a proactive approach to addressing students demonstrating behavioral difficulties by providing clear expectations of behavior and consequences, while encouraging and rewarding behaviors that contribute to a positive learning environment. CTEC's character expectations are visually displayed throughout the campus to encourage the development of individuals who are ready for career and college.

Upon the commencement of school, all students are taught the character expectations, rules, and discipline procedures to prevent initial occurrences of undesired behaviors. Throughout the discipline process, restoration of the student and their ability to contribute to the learning environment is the goal. Restorative justice creates the opportunity at CTEC for students to restore relationships and their academic focus by participating in activities to correct behavior. CTEC recognizes a responsibility to develop character, conjointly with apprentices in preparation of career and college readiness. Students actions should exemplify CTEC's cultural pillars, while on CTEC's campus, at industry sites, in our neighborhood, and within our community. PBIS takes a proactive approach to addressing students demonstrating behavioral difficulties by providing clear expectations of behavior and consequences, while encouraging and rewarding behaviors that contribute to a positive learning environment.

Please see attached documents regarding classroom and school site discipline (CTEC Discipline Matrix, CTEC Pillars, Cultural Pillar Statements).

When misconduct reaches a frequency or severity, continued violations of school rules, and/or policies/procedures provision relating to student misconduct may result in a student receiving some or all of the following disciplinary interventions. All of these interventions need not be offered or tried prior to proceeding to other interventions:

- (A) Informal Interventions: A student may receive informal disciplinary interventions such as: a teacher counseling, an informal conference with a teacher or other school/program administrator, or a counseling with a school resource officer or academic support team staff, or time out, allowing a student a short period of time in an alternative, supervised location;
- (B) Formal Conference: A student may be required to participate in a conference between school staff, the student, and/or the student's parent/guardian;
- (C) Detention: Detention may be given to a student for up to one hour after the close of a maximum school day;
- (D) Weekend Classes: Weekend classes may be held at which a student may elect to serve his/her detention rather than after school;
- (E) Restriction of Break or Lunch Break: A student's break time may be limited for disciplinary purposes;

(F) Referral: A student may receive a referral to the school counselor, psychologist, social worker, child welfare attendance personnel, or their school support service personnel for case management and/or counseling;

(G) Student Study Team: A student may be required to participate in a student study teams (SST), academic support teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his/her parents/guardians;

(H) Counseling/Instruction: A student may be enrolled in programs teaching prosocial behavior and/or anger management;

(I) Restorative Justice Program: A student may be enrolled in a restorative justice program;

1. Possible Restorative Justice Activities (this is not an exhaustive list):

a. Letter of Apology

b. Awareness Classes

c. Student Mediation or Counseling

(J) Exclusion from Extracurricular Activities: A student may be restricted or disqualified from participating in extracurricular activities;

(K) Community Service: As part of or instead of disciplinary action, a student may be required to perform community service during non-school hours, on school grounds (e.g. school outdoor beautification, campus betterment, teacher, peer, or youth assistance programs, etc.);

(L) After School Programs: A student may be enrolled in after school program(s) that address specific behavioral issues or expose students to positive activities and behaviors;

(M) Suspension by Teacher from Class: A teacher may suspend a student for any of the reasons set forth in the section entitled "Suspension and Expulsion Offenses" from class for the day of the suspension and the following day by sending the student to the Director, Coordinator II, or Guidance and Learning Specialist for appropriate action;

(N) Parent/Guardian Attendance: A teacher may require a parent/guardian of a student suspended from class by a teacher to attend a portion of the school day in the class from which the student was suspended. Parents/guardians shall be notified of this policy prior to its implementation;

(O) Suspension by Site Administrator from School: A student may be suspended from school for any of the reasons set forth in the section entitled "Suspension and Expulsion Offenses" for no more than five (5) consecutive school days;

(P) Supervised Suspension: The term of a student's suspension may be served in a supervised suspension classroom;

(Q) Expulsion: A student may be expelled for any of the reasons set forth in the section entitled "Suspension and Expulsion Offenses" as set forth below, except that no student shall be expelled solely for simple disruption or simple willful defiance. Expulsion means the removal of a student from (1) the immediate supervision and control, or (2) the general supervision, of school personnel.



| Mandatory Suspension/Expulsion   | Restorative Justice Options  | Process  | Outcome  |
|--|--|--|--|
| Possessing a firearm   | N/A  | Student suspended<br>Student recommended for expulsion<br>Hearing before Administrative Panel<br>Record of hearing<br>Presentation of evidence<br>Written notice to expel<br>Rehabilitation plan   | Expulsion  |
| Selling or furnishing a firearm  |  |  |  |
| Brandishing a knife at another person  |  |  |  |
| unlawfully selling a controlled substance  |  |  |  |
| committing or attempting to commit a sexual assault  |  |  |  |
| Mandatory Expulsion Recommendation   | Restorative Justice Options (if student is not expelled)   | Process  | Possible Outcomes/Consequences   |
| Causing serious injury to another person, except in self-defense   | Letter of apology<br>Student mediation<br>Counseling<br>Conference with Director<br>Teacher/Student Class<br>Reintroduction<br>Research project connected to offense<br>Mandatory Awareness classes (drug/alcohol, anger management)<br>Teacher counseling | Student Suspended<br>Student Recommended for Expulsion<br>Hearing before Administrative Panel<br>Record of hearing<br>Presentation of evidence<br>Written notice to expel<br>Rehabilitation plan<br><br><b>If student is not expelled:</b><br>SST (support team) school reintroduction meeting<br>Behavior Contract Created<br>Consequences and Restorative Justice Options determined | Expulsion<br><br><b>If student is not expelled, one or more of the following consequences may be assigned:</b><br>Lunch restrictions<br>Detention/Community Service<br>Referral<br>Loss of Extra Curricular Activities<br>Loss of classroom equipment/school property<br>After school program<br>Suspension by teacher from class<br>Parent/Guardian attendance<br>Behavior contract<br>Behavior plan<br>Notify law enforcement<br>Pay for damages<br>Hearings (Student/Parent, transparency, Danger)<br>1-5 day suspension (on or off campus) |
| Possession of any knife or other dangerous object of no reasonable use to the pupil  |  |  |  |
| Unlawful possession of any controlled substance (Exceptions: first offense for the possession of less than an ounce of marijuana or the possession of over the counter medication for use by the pupil for medical purposes or medicine prescribed for the pupil by a physician) |  |  |  |
| Robbery or extortion   |  |  |  |
| Assault or battery   |  |  |  |
| An unsafe act as defined by CTEC policy  |  |  |  |

| Possible Suspendable/Expulsive Acts  | Restorative Justice Options (at least one of these will be provided following the first offense)                        | Process   | Possible Consequences (after 1st offense of anything within this category)   |
|--|---|---|--|
| Acts outlined by 4.10.3.1 in the Charter Petition                                  | Letter of apology<br>Student mediation<br>Counseling<br>Conference with Director<br>Teacher/Student Class               | <b>1st Offense:</b><br><br>One or more Restorative Justice options will be implemented.   | <b>After first offense one or more of the following consequences may be assigned:</b>  |
| Acts outlined by Education Code section 48900 <i>et seq.</i>                       | Reintroduction<br>Research project connected to offense<br>Mandatory Awareness classes (drug/alcohol, anger management) | <b>Subsequent Offense(s):</b><br><br>Meeting with Director or designee, student, parent, and, whenever practical, teacher/supervisor/school employee who referred<br>Consequences determined  | Lunch restrictions<br>Detention/Community Service Referral<br>Loss of Extra Curricular Activities<br>Loss of classroom equipment/school property<br>After school program<br>Suspension by teacher from class<br>Parent/Guardian attendance<br>Behavior contract<br>Behavior plan<br>Notify law enforcement |
| Acts violating school policy and procedures outline within Parent/Student Handbook | Teacher counseling  | <b>If suspension is going to occur:</b><br><br>Conference with Parent<br>Notice to Suspend to parent/guardian<br>Suspension<br>SST (support team) school reintroduction meeting<br>Behavior plan/contract created<br><br><b>If expulsion is going to occur:</b> | Pay for damages<br>Hearings (Student/Parent, turancy, Danger)<br>1-5 day suspension (on or off campus)<br>Expulsion  |

# CTEC

## STUDENTS

*Live by the Code...*

*You matter*

*Your inherent value is of utmost importance and gives you the power to take control of your thoughts and choices*

*Be present*

*Your presence is the foundation of your ability to successfully engage your goals, school, and community*

*Raise the bar*

*You can choose, at every moment, to generate improvement from your circumstances and experiences*

*Create an impact*

*Every word you use and every action you take influences those around you, regardless of your intentions*

*Strive to be...*

*Learners*

*Confident in the skills and knowledge they possess and able to apply both with precision and accuracy*

*Citizens*

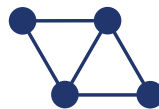
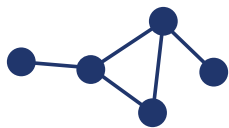
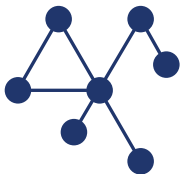
*Communicating their vision with clarity and understanding, facilitating ethical implementation, and respected by their superiors*

*Leaders*

*Active in the community, conscientious of those within their influence, and mindful of their national and global impact*

*Professionals*

*Independent in their ability to take on a task and exhibit perseverance when the path is unclear*



# CTEC Cultural Pillar Statements

*\*\*If a student has internalized the pillars, they should believe and live these statements*

## You Matter

- I can create change.
- I make healthy choices for myself.
- I understand that what I hear may be different from what was said.
- I can control my thoughts.
- I recognize how thoughts about myself are affected by others.
- I can see value in myself as an individual even if I make mistakes.
- I believe that I have a purpose
- I believe I have something valuable to contribute.
- I believe that because I matter, others matter also.
- I believe that I do not go unnoticed.
- I believe that the words I speak to myself have power.



## Be Present

- I will be present and fully engage in the moment.
- I will limit things that could distract myself and others.
- I will be connected with my peers, school, community and world.
- I will be prepared mentally, physically, and emotionally.
- I will take ownership in the opportunities provided me.
- I am aware of my environment and what behaviors are appropriate.



## Raise the Bar

I believe that my failures do not define me.  
I want more for myself.  
I will look for opportunities to grow.  
I believe it is important to always look ahead.  
I believe it is important to continue to innovate.  
I will strive to overcome obstacles and resolve issues.  
I see feedback as an opportunity to improve.  
I am not satisfied with just completing a task.  
I believe that anything worth doing is worth doing well.  
I take initiative.  
I understand that failure is okay if I tried my very best,  
and I am willing to try again.  
I will always strive to be my best.  
I believe there is always an opportunity to grow.  
I believe that failure does not define me.  
I believe I have the ability to lead others.  
I will follow through.  
I will establish realistic goals and work  
to achieve them.



## Create an Impact

I believe my words and actions can impact others  
both positively and negatively.  
I believe what I do and say now will echo in the future.  
I understand that it is important to recognize  
the viewpoints of others.  
I treat others with mutual respect.  
I am welcoming to others and seek to expand  
my circle of community.  
I recognize my shared responsibility to make  
CTEC as safe space.  
I am thoughtful in my interactions with others.  
I support my peers in their learning and growth.  
I will look for ways to serve.  
I know what I say may not always be understood.



**Site's Discussion on Safe and Orderly Environment Conducive to Learning****Section EC32282 (a)(2)(H)****Career Technical Education Charter**

Please explain you site's policy on a safe and orderly environment conducive to learning. Provide as much information as possible.

Students, parents/guardians, and educators form a partnership that is the foundation of our program at CTEC. CTEC believes that learning best occurs when students are engaged in the educational process and are supported by parents and teachers' high expectations and involvement. CTEC seeks to develop a learning environment that fosters instructional rigor and student engagement that will support and encourage a student's process of initiating and completing complex, inquiry based learning requiring creative and critical thinking to problem solve. The curriculum incorporates student experiences, interest, and real-life situations to provide relevance. We provide a unique opportunity to experience a quality education aligned with CCSS and CTE Standards. Students will gain 21st century skills and participate in an inclusive partnership with local industry leaders. CTEC pupils will become self-motivated, competent, lifelong learners that seek opportunities to showcase their skills within the industries they work with and the communities they live in.

To develop an environment to help foster student support and engagement, CTEC's advisory program focuses on student social and academic development. The counselor and teachers design lessons that are specific to the needs of the students in real time to help them develop their communication and social emotional skills. The lessons are also connected to the cultural pillars of the school and help to define the PBIS framework that CTEC aims to implement. The advisory period serves as an opportunity for students to make a deeper connection with one teacher on campus who will serve as an academic advisor and mentor.

Students who are struggling with following the expectations set by CTEC staff, progress through a clearly defined behavioral modification process. The staff has created a plan for students with the goal of keeping students in the classroom and engaged in the learning. Students who are struggling with following classroom expectations are redirected, have a conference with the teacher, and parents receive contact from the teacher prior to the student being sent out of the classroom. This process helps the student and the teacher develop a trusting relationship where expectations are clearly defined.

For any major infraction, students will be held to the discipline matrix, which focuses on rehabilitation and reintroduction to the education environment. CTEC has created a restorative justice program with the goal of keeping students involved in the school environment. When possible, CTEC administrators will choose a discipline protocol that will help the student to rectify their behavior and reenter the school environment. It is important for the student to learn to make amends for their actions and repair relationships before moving forward. This will be accomplished through conferences, mediation, counseling, and other restorative justice activities.



Please discuss the school culture at your site. Provide as much information as possible.

A positive school culture with student connectivity, equity, and access across school activities and events is crucial to providing students with a safe learning environment, and a school culture that builds a sense of community. The cultural pillars designed by staff are meant to create a school culture that is inviting and helps to build up every student. CTEC focuses on four pillars-You matter, Be Present, Raise the Bar, and Create an Impact. These messages are posted throughout the school site and are explicitly covered in the advisory curriculum. Furthermore, they are discussion points used in the classrooms. Ultimately, students embody these pillars and use them to guide all interactions on and off campus. Students throughout the year create opportunities to influence their surroundings through projects that focus on the four pillars that drive CTEC's culture.

CTEC's student advisory board ("SAB") works in collaboration with school administration to establish a student voice for the student body on decisions that impact CTEC and the students who attend. The SAB will work to help develop and provide feedback on school-based policies and programs as well as identify activities that foster community between students, and CTEC staff. They will be involved in the evaluation and assessment of CTEC's educational program and their effects on student achievement. All decisions are consensus based, where all participants contribute to and help shaped the final decision. By listening to one another, members aim to come up with solutions and proposals that will work for the entire population at CTEC.

Parent participation is a valuable component to the student learning and the culture at CTEC. Parents are asked to participate in the evaluation process of student projects and their presentation to industry and the community. As students develop their career and college path, parents are an important member and voice in supporting students' exploration. CTEC believes parents are a valuable voice in the evaluation of the success of CTEC's program, as well as future direction. CTEC is in the process of developing its school site council and parent boosters group to strengthen parent support and an alliance in increasing student achievement.

Please provide three goals for the school culture at your site.

1. During the school closure and distance learning expectations, continue to develop opportunities for students to engage with each other to develop peer connections.
2. Develop opportunities to celebrate students representing CTEC's cultural pillars. Bring attention to positive culture within staff and students.
3. Implement strategies and program changes specific to feedback received by students, parents and staff to increase student achievement.

Please describe your site's physical condition as it relates to the discussion on a safe and orderly environment conducive to learning. Provide as much information as possible.

CTEC is located on the Kermit Koontz Education Complex ("KKEC"), located at 1320 N. Mariposa Street, Fresno, California 93703. KKEC was recently constructed in 2008, and consists of 14 classrooms, a library, multi-use space, and administrative spaces on approximately 4.7 acres. In 2018, CTEC's 21,000 sq. ft. Innovation Center was completed, which consists of 8,000 sq. ft. of outdoor industry workspace, 10,000 sq. ft. production floor (5,000 Adv Manufacturing & 5,000 Commercial Construction), 2 classrooms, and 2 lab spaces. 5 Classrooms were renovated in 2018 and furnished with 21st century technology and a dynamic learning space. 2 classrooms were renovated to be STEM labs to support the requirements for high school science labs. In 2019, 3 more classrooms will be renovated to address the growth of our academic program and meet the demands of industry for a 21st century learning environment. KKEC is owned by the FCBE and operated by the FCSS. FCBE has agreed to allow CTEC to use KKEC as CTEC's primary school site. In 2020, the construction of a 8,000 sq. ft. multipurpose room was added to the KKEC site to support the growing student population at CTEC. The multipurpose room will provide all students with a lunch room that will accommodate 500 students. The space will also be used to support physical education and provide staff with a space to support community showcases, student assemblies, and other activities associated with CTEC's educational program.

Please provide three goals for your site's physical condition.

1. With the impact of COVID-19, creating an environment that protects the health of students and staff is a priority. Creating a learning environment that adheres to health protocols.
2. Continue to renovate classroom spaces and campus to ensure students have access to 21st century learning and industry level equipment.



3. Work with the Facilities Department and janitorial staff to identify needs, develop work orders and address needs specific to CTEC's campus in a timely manner.

## Tactical Response Protocols

Section EC32282(a)(2)(J)

### Career Technical Education Charter

Redacted per Ed Code section 32281(f)(1)

Redacted per Ed Code section 32281(f)(1)

# Appendix D

Monte Vista

**FRESNO COUNTY OFFICE OF EDUCATION  
EMERGENCY PROCEDURES  
STANDARD OPERATION PROCEDURE #813**

**Effective 01/13/97**

**Revised 10/9/13**

Initiated by Jeff Becker

Approved by Jan Biggs

The following are procedures that are to be adhered to in the event of an emergency. A copy of each procedure will be posted in a flip chart and placed on all employee bulletin boards.

1. [Emergency Telephone Numbers](#)
2. [Emergency Fire Procedure](#)
3. [Evacuation Procedure](#)
4. [Bomb Threat Call Instructions](#)
5. [Defibrillator Policy](#)
6. [Emergency 1<sup>st</sup> Responder Kits](#)
7. [Emergency Lockdown Procedure](#)
8. [Power Outage Procedure](#)
9. [Earthquake Procedure](#)



## EMERGENCY POLICIES & PROCEDURES

### EMERGENCY TELEPHONE NUMBERS

|                              |                 |
|------------------------------|-----------------|
| <b>EMERGENCY</b>             | <b>DIAL 911</b> |
| <b>Ambulance</b>             | 443-5900        |
| <b>Fresno Fire</b>           | 621-4000        |
| <b>Fresno Police</b>         | 621-7000        |
| <b>Fresno County Sheriff</b> | 488-3939        |
| <b>Poison Control</b>        | 1-800-222-1222  |
| <b>CAL OSHA</b>              | 445-5302        |

### MEDICAL TREATMENT FACILITIES

**Concentra Urgent Care Facilities**  
7265 N. First Street, Suite 105: 431-8181  
2555 S. East Ave, Fresno: 499-2400

### EMERGENCY FIRE PROCEDURE

**If the fire is in your area:**

1. Activate the fire alarm at the nearest manual pull box station as shown on posted diagram. (Some sites have fully automated fire alarm systems and do not have pull box stations).
2. Call the fire department - **Dial 911**.
3. Use a portable fire extinguisher to fight the fire, if possible.
4. If unable to put out the fire, evacuate the building immediately, closing doors on your way out. Follow the **Evacuation Procedure** listed below.

**If the fire is NOT in your area:**

1. Evacuate the building immediately when alarm sounds. Follow the **Evacuation Procedure** listed below.

### EVACUATION PROCEDURE

2. Do not use elevators.
3. Using the front or back stairs (if applicable) and doors, proceed directly to the designated assembly area. Close doors behind you.
4. Be sure to take purses, wallets, or other personal valuables with you, if safe to do so.
5. Do not attempt to reenter the building until instructed.
6. Keep clear of all emergency vehicles and equipment.
7. If unable to descend the stairs, remain in the stairwell until help arrives.
8. Upon evacuating the building, immediately report to your site's designated evacuation coordinator.
9. Remain in the designated assembly area until further instructions are received.

### BOMB THREAT CALL INSTRUCTIONS

1. **TIME:** Note the time the call is received and the time the call terminates.
2. **WHERE:** Ask exactly where the bomb is located.
3. **WHAT:** Ask what the bomb is made of and what type of detonation device it has.
4. **WHEN:** Ask when the bomb is due to explode.
5. **Who:** Ask who is calling or say "I'm sorry, I didn't get your name."
6. Get the attention of someone near you and have them notify the site administrator.
7. Try to determine if the caller is male or female.
8. Listen for an accent, background noise, or other sounds that might provide clues to who is calling and where the call is coming from.
9. When the caller hangs up, immediately write down everything that was said while it is fresh in your mind, and report to the site administrator.

### DEFIBRILLATOR POLICY

- An AED (defibrillator) is to be used on an unconscious person without signs of circulation to increase the immediate chance of survival of the victim.
- The procedure for defibrillation will be attached to each AED and sent to employees annually.
- Following use of the AED, notify the Director of Health Services.
- The AEDs are to be checked monthly by the maintenance staff.



## EMERGENCY POLICIES & PROCEDURES

### AED DEFIBRILLATOR LOCATIONS:

- **Van Ness**
  - 1<sup>st</sup> Floor - by Elevator
  - 2<sup>nd</sup> Floor - Outside room 270
- **Towers Building**
  - 1<sup>st</sup> Floor - Hallway next to 101
  - 3<sup>rd</sup> Floor - by Elevator
  - 4<sup>th</sup> Floor - by Elevator
  - 5<sup>th</sup> Floor - by Elevator
  - 6<sup>th</sup> Floor - by Elevator
  - 7<sup>th</sup> Floor - by Elevator
  - 8<sup>th</sup> Floor - by Elevator
- **Other Locations**
  - Ramacher
  - Sutherland
  - Scout Island
  - Fresno ROP
  - Monte Vista
  - Kermit Koontz Education Complex
  - Channing Court
  - Venture Bay
  - Violet Heintz Education Academy

### EMERGENCY 1<sup>ST</sup> RESPONDER KITS

Emergency 1<sup>st</sup> Responder Kits are provided and maintained by the Facilities & Operations Department at the Downtown site. For other site locations, contact your site administrator.

Kits should only be accessed in case of an emergency. First aid supplies and tools located inside should not be used except in case of an emergency.

### Emergency 1<sup>st</sup> Responder Kit Locations:

- **Van Ness**
  - 1<sup>st</sup> Floor: Room 127
  - 2<sup>nd</sup> Floor: Room 234 & Lunchroom
  - 3<sup>rd</sup> Floor: Room 326
- **Tower's Building**
  - 1<sup>st</sup> Floor: Hallway next to 101
  - 2<sup>nd</sup> Floor: Room 211
  - 3<sup>rd</sup> Floor: Room 316
  - 4<sup>th</sup> Floor: Room 418
  - 5<sup>th</sup> Floor: Room 519
  - 6<sup>th</sup> Floor: Room 617
  - 7<sup>th</sup> Floor: Room 722
  - 8<sup>th</sup> Floor: Room 814
- **Other Locations- See site administrator**

### EMERGENCY LOCKDOWN PROCEDURE

1. Upon an emergency lockdown alert, proceed directly to your designated lockdown area, if safe to do so.
2. If you are unable to access the designated lockdown area, find a safe place to hide and stay quiet.
3. Evaluate your work area and assist employees into the lockdown area.
4. Secure the lockdown area door once everyone is inside.
5. Stay away from doors and windows.
6. Turn off lights.
7. Close window blinds or coverings.
8. Take cover behind something solid, if available.
9. Remain absolutely quiet.
10. Do not use cell phones unless necessary to communicate regarding the incident. Cell phones should be shut off or put on silent.
11. Do not leave the lockdown area until the area has been cleared and you are instructed by authorized personnel.

### POWER OUTAGE PROCEDURE

1. Remain at or return to your duty station.
2. Shut off all equipment.
3. Do not wander around or leave the building.
4. Await instruction.

### EARTHQUAKE PROCEDURE

1. **DROP, COVER, & HOLD ON!** Drop to the floor and take cover under a sturdy desk or table. Cover your head with your arms. Hold on to the table/desk, even if it moves. If a table is not available, be sure to cover your head and keep it protected.
2. After shaking has stopped, locate the Emergency 1<sup>st</sup> Responder Kit in your area.
3. Await further instruction from authorized personnel.

## Monte Vista

### Phone Directory

Please list names in alphabetical order by last name.

| First & Last Name      | Office or Room # | Phone Number | Agency Name<br>(if not FCSS employee) |
|------------------------|------------------|--------------|---------------------------------------|
| Darla Beeson           | Office           | 4004         |                                       |
| Amor Kirkman           | Office           | 4273         |                                       |
| Yanet Madrigal         | Office           | 4272         |                                       |
| Janet Lopez            | 1                | 4100         |                                       |
| Michelle Vasquez       | 2                | 4893         |                                       |
| Phillip French         | 3                | 4108         |                                       |
| Leonard Ramirez        | 4                | 4107         |                                       |
| School Psychologist    | 5                | 4102         |                                       |
| Speech Language        | 5                | 4125         |                                       |
| Occupational Therapist | 5                | 4104         |                                       |
| APE                    | 5                | 4818         |                                       |
| Angela Young           | 6                | 4109         |                                       |
| Mike Brandt            | 7                | 4110         |                                       |
| Lee Ann Richter        | 8                | 4111         |                                       |
| Javier Cisneros        | Custodian        | 3873         |                                       |
| Margaret Jolly         | Nurse            | 4105         |                                       |
| Norma Razo             | LVN              | 4101         |                                       |
|                        |                  |              |                                       |
|                        |                  |              |                                       |
|                        |                  |              |                                       |

| First & Last Name  | Office or Room # | Phone Number      | Agency Name<br>(if not FCSS employee) |
|--------------------|------------------|-------------------|---------------------------------------|
| Karen Heinrichs    | Chavez           | 646-6166          |                                       |
| Barbara Encinas    | Jefferson        | 305-7230          |                                       |
| Jenice Bissonnette | TL Reed          | 305-7308          |                                       |
| Teresa Sanchez     | Grant            | 637-1889          |                                       |
| Joaquin Nunez      | Reedley High     | 305-7100 ext 2466 |                                       |
| Martha Amezcua     | Reedley College  | 638-0300 ext 3860 |                                       |
|                    |                  |                   |                                       |
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|                    |                  |                   |                                       |



Legend

Defibrillators:



# Monte Vista

1221 East Duff Avenue  
Reedley, CA 93654



Redacted per Ed Code section 32281(f)(1)



Contact Information:

Darla Beeson - Program Manager (559) 638-9271  
Special Education Department - (559) 265-3040  
Facilities Department - (559) 497-3705



## EMERGENCY EVACUATION MAP

Redacted per Ed Code section 32281(f)(1)



EMERGENCY SITE MAP

Redacted per Ed Code section 32281(f)(1)

## **Standardized Emergency Management System (SEMS)**

### **Authorities and References**

School administrators have the responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood, or a terrorism incident. Developing emergency operations plans and training staff in emergency response procedures is required by law. The Katz Act of 1984 [Sections 35295-35297 of the California Education Code] requires that schools plan for earthquakes and other emergencies. The Petris Bill of 1992 [Section 8607 of the California Government Code] requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). This necessitates that the principles of SEMS be incorporated in plans, that all school personnel be trained in how the system works, and that schools have drills and exercises in order to practice using the system. In 2004, pursuant to Homeland Security Presidential Directive Number 5, the federal government adopted a National Incident Management System (NIMS) "to provide a consistent nationwide approach for federal, state, and local governments to work effectively together to prepare for, prevent, respond to and recover from domestic incidents, regardless of cause, size, or complexity." Because NIMS explicitly includes school districts in its definition of "local government," it is clear that schools must comply with both SEMS and NIMS requirements as they plan, train, and respond to emergencies.

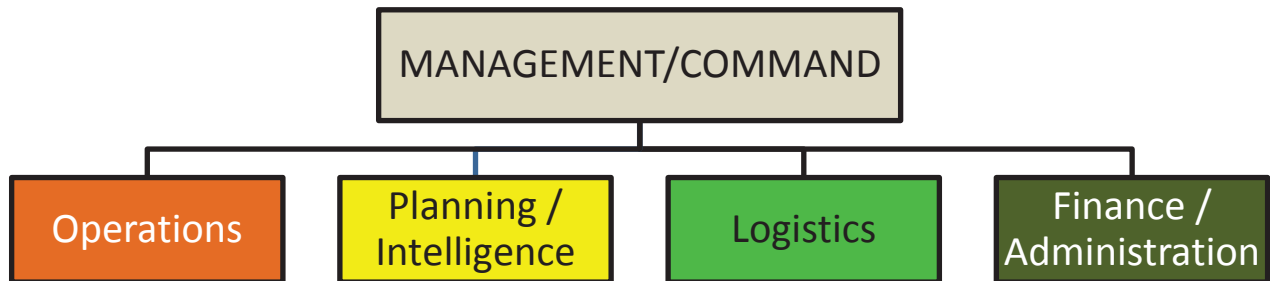
Fortunately, NIMS is based largely on the same management principles embodied by California's SEMS. This means that with but a few minor exceptions, compliance with SEMS will ensure NIMS compliance as well. Therefore, except where otherwise noted, the term SEMS will be used in this document to cover principles and procedures that are common to both California and federal emergency management systems.

### **Emergency Organization Using SEMS**

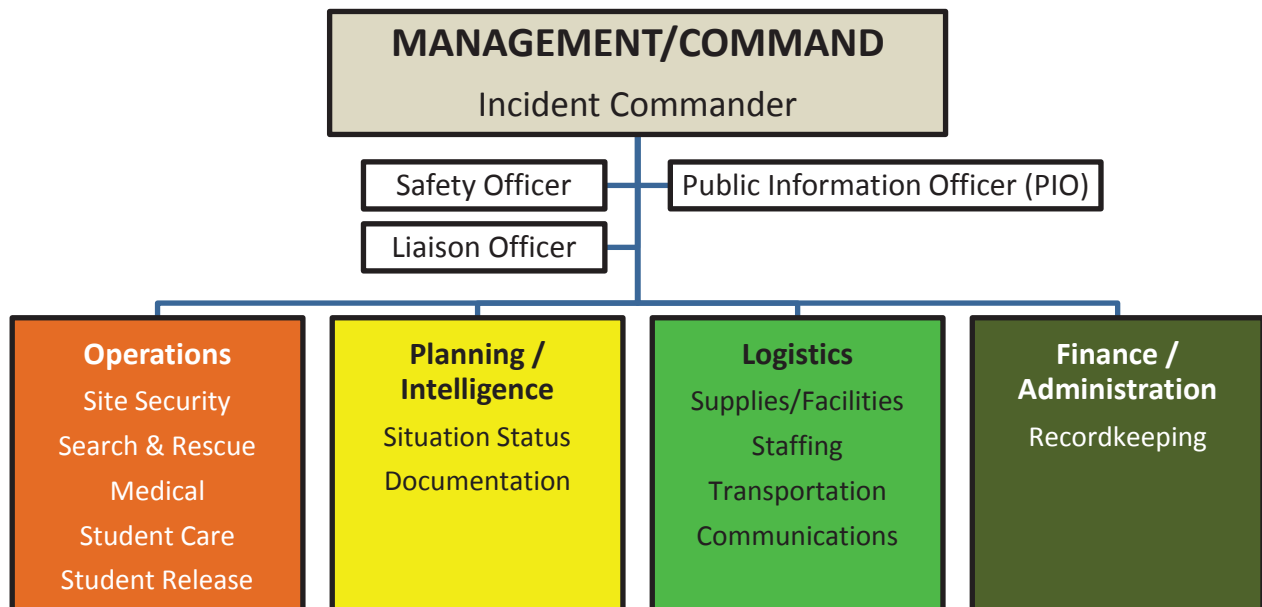
California's SEMS is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: MANAGEMENT/COMMAND; PLANNING/INTELLIGENCE; OPERATIONS; LOGISTICS; AND FINANCE/ADMINISTRATION.

These five functions, together with their sub-functions, entail all the tasks involved in any emergency response. They may be performed by a few people or by many, depending on the size of the emergency and the human resources at hand. These five functions should constitute a basic structure for pre-designated Emergency Management Teams at the school site. Section 3 of this Emergency Operations Plan describes the specific roles and responsibilities of each staff member assigned to the school's Emergency Management Team.

The SEMS emergency organization structure is a modular one that starts at the top and can expand to address the needs of the situation, as need and available personnel increase or decrease. For example, a small school may have one person perform more than one function. A medium sized school may have one person per function, and a large school may need to have more than one person for some functions. The structure can expand and contract, as necessary and based on available personnel. The specific organizational structure established for any given incident will be based on the management needs of the incident and the resources available to the school.



Each one of the five functions has certain roles and responsibilities during a disaster or school emergency. The Management function oversees response activities in consultation with the coordinators of the Operations, Planning / Intelligence, Logistics and Finance / Administration Sections. Each of these Sections, in turn, has a team or teams tasked with implementing very specific components of the school emergency response plan. These teams and their affiliate sections are outlined in the chart, below.



## **Guidelines for Staffing SEMS Positions in FCOE**

Staffing Emergency management teams should be planned for in light of the specific circumstances and capabilities of the individual school sites. A school can tailor the exact arrangement of components to itself, as long as the five functions are covered somehow.

The organizational flexibility of SEMS is based on three principles:

1. Only those functional elements that are required to meet the current objectives of a specific incident need to be activated. For example, not every incident may require Search and Rescue teams.
2. All elements of the organization can be arranged in various ways within or under the five essential SEMS functions. For example, a single person may be designated to fill more than one function.
3. The duties of any non-activated element of the organization will be the responsibility of the next highest element in the organization. For example, the Incident Commander is responsible for the duties of ALL five functions until staff are assigned and available.

Bearing these principles in mind, the following guidelines are offered for staffing the five primary SEMS functions at your school.

### **Management**

This function is typically staffed by the school Principal/Administrator/designee, as the Incident Commander. In the absence of the Principal, the Incident Commander role can be filled by an Assistant Principal, Secretary, Librarian, or any trained administrator designated in the chain of command.

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. The Incident Commander may be assisted in carrying out the management function by a Public Information Officer, Safety Coordinator, and Agency Liaison (unless Incident Commander decides to also fill one or more of these roles).

### **Operations**

This function is typically staffed by facilities/maintenance staff, instructional staff, and/or nurses.

Under SEMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, student care, search and rescue, site

security, damage assessment, evacuations, and the release of students to parents. In this Plan, these activities are performed by the following teams, under the direct supervision of the Incident Commander, unless an Operations Section Chief is assigned: “Medical,” “Site Security,” “Search and Rescue,” “Student Care,” and “Student Release.”

### **Planning / Intelligence**

This function is typically staffed by instructional or administrative staff, including librarians, computer center managers, or teacher’ aides.

During an emergency, the SEMS Planning function involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This knowledge and understanding about the situation at hand is vital to the effective management of a response. Under SEMS, this function is supported by two staff members, one involved with “Documentation” and the other with “Situation Analysis.” Both of these positions, if assigned at the discretion of the Principal/designee, will report directly to the Incident Commander unless a Planning Section Chief is assigned.

### **Logistics**

This function is typically staffed by facilities, instructional, or administrative staff.

The Logistics function of SEMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. In this Plan, these activities are performed by staff members or units designated as “Supplies and Facilities,” “Staffing,” and “Communications.” They report directly to the Incident Commander unless a Logistics Section Chief is assigned.

### **Finance/Administration**

This function is typically staffed by administrative or clerical staff.

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. In this Plan, these activities may be performed by a “Documentation” position which reports directly to the Incident Commander unless a Finance/Administration Section Chief is assigned.

### **The Incident Command Post**

The Incident Command Post (ICP) is the school’s incident “headquarters,” a location where the primary coordination and management functions are executed. The most important

consideration is that the ICP have enough space for the Incident Command staff and four Section Chiefs to set up and proceed with emergency response coordination. This requires a working communications system (if available), tables and chairs to work from, good lighting, writing supplies, and display areas (for maps, plans, assignments, etc.).

Possible locations for the ICP include the school office, gymnasium, cafeteria, or yard area. It may be desirable to locate the ICP such that the full emergency assembly area is in view, while maintaining adequate separation from students, evacuation assembly areas, medical treatment areas, and student release areas. Each school should pre-designate a primary and alternate ICP.

### **The Incident Action Plan**

The Incident Action Plan (IAP) is a simple plan to provide all supervisory personnel with direction for actions during a specified operational period (usually 12 or 24 hours). The IAP is developed by the Incident Commander and/or the Planning Section Chief, with input from management staff and the Section Chiefs. The IAP should define the strategic objectives reflecting the overall incident response strategy, and then lay out specific actions needed to attain each strategic objective. The actions should be more specific than the objectives and, like lesson plans, they should be clear and measurable. The IAP should designate the resources, personnel, and support required to achieve the actions within the specified time frame.

There is no single way to write an IAP, but it may help to follow the Incident Action Plan Template provided at the end of this section. But remember, forms are provided to assist you, not to confuse you. Elements that may be included in the IAP include:

- **Overall Strategic Objectives** – These should be limited in number, generally not more than four or five per operational period.
- **Designate Date and Operational Period** – Each IAP covers a specific time frame, usually 12 or 24 hours. They must be dated and kept for documentation.
- **Organization** – Describe what positions of the Standardized Emergency Management System will be staffed in the next operational period.
- **Actions and Assignments** – A concise description of the actions to be achieved, and the names of the individuals who will be assigned to each.
- **Supporting Materials** – Examples: a map of the school and/or incident, a communications plan (cell phone numbers, radio frequencies, etc.), a medical plan, a traffic plan, list of special precautions.

### **Activation of the Emergency Operations Plan**

A basic principle of SEMS is that every emergency incident requires a person in charge. In SEMS terminology, this person is called the INCIDENT COMMANDER. At all times there must be a staff person designated to fill this role, even if it is the only role assigned. At the school level, this position is typically filled by the School Administrator (most often the Principal or designee) until such time that the fire department, police, or other responding agencies arrive on campus.



Until such help arrives, and unless the Incident Commander delegates some emergency response duties to others, the Incident Commander is responsible for ALL tasks necessitated by the emergency, including management, operations, planning, logistics, and finance/administration.

The Incident Commander or designee has the sole authority to activate the school's Emergency Operations Plan, including mobilization of the School Emergency Management Team and establishment of an Incident Command Post. There are several circumstances under which s/he may decide to do so:

1. Professional emergency responders are unavailable (e.g., in a major disaster where all emergency personnel are committed elsewhere, schools may be "on their own" for hours, or even days).
2. Professional emergency responders need additional help (e.g., with search and rescue, student care, dealing with parents, etc.).
3. To prepare and plan for an anticipated emergency (e.g., a pandemic).
4. To prepare for a major planned non-emergency activity (e.g., community events, multiagency drills or exercises, etc.).

### **Mutual Aid Process**

SEMS is a standard organizational model that is used at every level of government in the State of California. Within SEMS there are five organizational levels:

- 1) State level
- 2) Regional level
- 3) The Operational Area (Fresno County)
- 4) Local Government (cities and towns)
- 5) Field Level (school sites)

This model is based on a "mutual aid system" that is designed to ensure that adequate resources, facilities, and other support are provided to jurisdictions whenever their own resources prove to be inadequate to cope with a given situation. In SEMS, all activity is generated from the bottom up. At each level there is the expectation that all resources available at this level will be utilized before requesting resources from the next level up.

A school site is defined as the "field level." This is the level at which staff actually work with the injured, the building damage, the search and rescue, and all other activities directly related to the results of the emergency. When schools are impacted by an emergency or disaster, each affected school site establishes an ICP to develop and direct a coordinated emergency response. As school ICP staff identify needs for additional resources (personnel, equipment, supplies, etc.) they forward resource requests to a Schools' Branch Director in an Emergency Operations Center (EOC) at the next highest organizational level.

In Fresno County, the specific EOC contacted varies by geographic location of the affected school site. Schools located within incorporated cities or towns contact the local City or Town EOC. Schools located within unincorporated areas of the county contact the Fresno EOC.

### **Unified Command**

The control and response to campus emergencies is the sole responsibility of the School Emergency Management Team until professional emergency responders arrive. Once they arrive on campus, incident command transitions to “Unified Command.” Unified Command is a cooperative effort that allows all agencies with responsibility for the incident (e.g., school, fire, police etc.) to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.

The transition to Unified Command is initially facilitated by an on-site briefing of first responders by the school’s Incident Commander and Emergency Management Team. Following the initial briefing the school’s Incident Commander will work closely with representatives of each responding agency to plan and carry out response activities. This means that professional emergency responders will be coordinating emergency response activities in consultation with the School Emergency Management Team unless the school’s Incident Commander deems it too dangerous or unsafe for the School Emergency Management Teams to continue to participate.

Remember, first responders are professionals. Work with them and take your cues from them.

## Incident Action Plan Template

### **The following pages provide a template of preparing an Incident Action Plan (IAP)**

The IAP should be a simple plan to provide all supervisory personnel with direction for actions during a specified operational period (usually 12 or 24 hours). The IAP is developed by the Incident Commander and/or the Planning Section Chief, with input from management staff and the Section Chiefs. The IAP should define the strategic objectives reflecting the overall incident response strategy, and then lay out specific actions needed to attain each strategic objective. The actions should be more specific than the objectives, and like lesson plans, they should be clear and measurable. The IAP should designate the resources, personnel, and support required to achieve the actions within the specified time frame.

# INCIDENT ACTION PLAN

School/Site: \_\_\_\_\_

|                                |                        |                     |
|--------------------------------|------------------------|---------------------|
| <b>FOR OPERATIONAL PERIOD:</b> |                        | <b>PREPARED ON:</b> |
| <b>FROM:</b> Date: _____       | <b>To:</b> Date: _____ | Date: _____         |
| Time: _____                    | Time: _____            | Time: _____         |

## GENERAL OBJECTIVES

*OBJECTIVES should be stated in measurable terms to allow for evaluation of progress. Each TASK assigned to Sections should address a specific OBJECTIVE.*

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## SAFETY MESSAGE (Safety Officer)

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## ATTACHMENTS (✓ IF ATTACHED)

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|---|---|---|
| <input type="checkbox"/> Current Situation Report | <input type="checkbox"/> Task Assignments | <input type="checkbox"/> Traffic/Staging Area Map |
| <input type="checkbox"/> _____                    | <input type="checkbox"/> _____            | <input type="checkbox"/> _____                    |
| <input type="checkbox"/> _____                    | <input type="checkbox"/> _____            | <input type="checkbox"/> _____                    |

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|--|--|
| <b>Prepared by (Planning Section Chief):</b> | <b>Approved by (Incident Commander):</b> |
|  |  |

|  |  |                                    |   |
|--|--|------------------------------------|---|
| <b>INCIDENT ACTION PLAN</b>  |  | School/Site:                       |   |
| <b>FOR OPERATIONAL PERIOD:</b><br><b>FROM:</b> Date: _____ <b>To:</b> Date: _____<br>Time: _____ Time: _____ |  |                                    | <b>PREPARED ON:</b><br>Date: _____<br>Time: _____ |
| <b>MANAGEMENT STAFF</b>  |  | <b>OPERATIONS SECTION</b>          |   |
| Incident Commander:  |  | Operations Section Chief:          |   |
| Public Information Officer:  |  | Site Security Team Leader:         |   |
| Liaison Officer:   |  | Search & Rescue Team Leader:       |   |
| Safety Officer:  |  | Medical Team Leader:               |   |
|  |  | Student Care Team Leader:          |   |
|  |  | Student Release Team Leader:       |   |
|  |  |                                    |   |
| <b>PLANNING SECTION</b>  |  | <b>LOGISTICS SECTION</b>           |   |
| Planning Section Chief:  |  | Logistics Section Chief:           |   |
| Situation Analysis Unit:   |  | Supplies/Facilities Unit:          |   |
| Documentation Unit:  |  | Staffing Unit:                     |   |
|  |  | Communications Unit:               |   |
|  |  | Transportation Unit:               |   |
|  |  |                                    |   |
| <b>AGENCY REPRESENTATIVES</b>  |  | <b>FINANCE &amp; ADMIN SECTION</b> |   |
|  |  | Finance Section Chief:             |   |
|  |  | Recordkeeping Unit:                |   |
|  |  |                                    |   |
|  |  |                                    |   |
| <b>Approved by:</b>  |  | <b>Prepared by:</b>                |   |
| <input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this sheet.            |  |                                    |   |

|   |                            |                     |
|---|----------------------------|---------------------|
| <b>SECTION TASKS</b>                    | School/Site:               |                     |
| <b>FOR OPERATIONAL PERIOD:</b>          |                            | <b>PREPARED ON:</b> |
| <b>FROM:</b> Date:                      | <b>To:</b> Date:           | Date:               |
| Time:                                   | Time:                      | Time:               |
| <b>MANAGEMENT SECTION</b>               | <b>PERSON ASSIGNED TO:</b> |                     |
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| <b>PUBLIC INFORMATION OFFICER STAFF</b> | <b>PERSON ASSIGNED TO:</b> |                     |
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| <b>OPERATIONS SECTION</b>               | <b>PERSON ASSIGNED TO:</b> |                     |
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| <b>SECTION TASKS (Cont.)</b> | School/Site: |
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| <b>PLANNING SECTION</b> | <b>PERSON ASSIGNED TO:</b> |
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| <b>LOGISTICS SECTION</b> | <b>PERSON ASSIGNED TO:</b> |
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| <b>FINANCE SECTION</b> | <b>PERSON ASSIGNED TO:</b> |
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**ACTION PLAN OBJECTIVES FOR TOMORROW (OR NEXT OPERATIONAL PERIOD)**

*To be determined by Incident Commander in consultation with Section Chiefs.*

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**SCHEDULED BRIEFINGS (Incident Commander/PLANS CHIEF/PIO)**

| Briefing Type | Frequency | Time | Location | Briefer |
|---------------|-----------|------|----------|---------|
|               |           |      |          |         |
|               |           |      |          |         |
|               |           |      |          |         |
|               |           |      |          |         |
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|               |           |      |          |         |

**SCHEDULED MEETINGS (Incident Commander/PLANS CHIEF/PIO)**

| Meeting Type | Frequency | Time | Location | Facilitator |
|--------------|-----------|------|----------|-------------|
|              |           |      |          |             |
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| <b>Incident Check-in Roster</b> | School/Site: |
|---------------------------------|--------------|

|                |                |                |
|----------------|----------------|----------------|
| Incident Name: | Date Prepared: | Time Prepared: |
|----------------|----------------|----------------|

|                        |                                |
|------------------------|--------------------------------|
| Unit Name/Designators: | Unit Leader (Name & Position): |
|------------------------|--------------------------------|

Operational Period (MM/DD/YY – MM/DD/YY):

**PERSONNEL ROSTER ASSIGNED**

| Name & Incident Position | Phone | Other (radio frequency, runner name, etc.) |
|--------------------------|-------|--|
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Prepared by: \_\_\_\_\_

| <b>LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)</b> |             |                 |                       |
|--|-------------|-----------------|-----------------------|
| <b>ORGANIZATION/AGENCY</b>   | <b>NAME</b> | <b>LOCATION</b> | <b>CONTACT NUMBER</b> |
|  |             |                 |                       |
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**DISTRIBUTION:**

- All Management Section Staff
- All Section Chiefs
- All Team Leaders
- Documentation Unit
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS), and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Program Manager may serve as both Incident Commander and Operations Officer, etc.

In the event of an emergency situation, the Safe School Leadership Team should report to a designated location to oversee and provide directions. The Program Manager and/or designee(s) in charge is to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Assistant Superintendent. Safe School Leadership Team is listed below.

### Safe School Leadership Team

|                          | Position Title    | Name            | Work Phone                               | Mobile Phone |
|--------------------------|-------------------|-----------------|--|--------------|
| Management / Command     | Principal         | Darla Beeson    | Redacted per Ed Code section 32281(f)(1) |              |
|                          | Custodian         | Javier Cisneros |  |              |
|                          | Program Assistant | Amor Kirkman    |  |              |
| Operations               | Custodian         | Javier Cisneros |  |              |
|                          | Program Assistant | Amor Kirkman    |  |              |
|                          | Office Assistant  | Yanet Madrigal  |  |              |
| Planning / Intelligence  | Principal         | Darla Beeson    |  |              |
|                          | School Nurse      | Margaret Jolly  |  |              |
| Logistics                | Principal         | Darla Beeson    |  |              |
|                          | Custodian         | Javier Cisneros |  |              |
| Finance / Administration | Principal         | Darla Beeson    |  |              |
|                          | Program Assistant | Amor Kirkman    |  |              |
| Other                    |                   |                 |  |              |
|                          |                   |                 |  |              |
|                          |                   |                 |  |              |
|                          |                   |                 |  |              |

Monte Vista  
School Site

Redacted per Ed Code section 32281(f)(1)  
Primary ICP Location

Redacted per Ed Code section 32281(f)(1)  
Secondary ICP Location

## Reunification Plan Instructions

School Site Monte Vista

Reunification Location (must be able to accommodate all parents) Multipurpose Room

- Assign responsibilities to staff according to the Reunification Team chart on the next page.
- Select an appropriate location (per safety plan or other location that may be more appropriate given size of school). Consider entry, exit and ability to hold a significant number of people (e.g., multiple stations).
- Ensure that you have all of the appropriate documentation such as student sign-out sheets, emergency cards, reunification forms, as well as office supplies such as pens available.
- Post signs on tables to facilitate communications.
- Set up a photocopier (with power), telephone (or cell phones), a laptop and printer.
- Set up registration area with appropriate tables and signs:
  - a) One table for registration desk.
  - b) One table for reunification team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom).
  - c) One table for reunification team #2 (problem solving team).
  - d) Set up a few tables where parents will line up so that they can fill out forms while waiting. Place student release forms and pens on these tables.
  - e) One table at location where students will meet their parent(s).
- Have interpreters available as-needed.

## Reunification Team

Please fill in your reunification team members in the chart below assigning an emergency task from the letters (a - e) in the instructions. It is important to fill in this information in advance and review it periodically for staff members who have left the site. Please list one alternate for each staff member. Please ensure the team lead is a strong member of your management team.

| Staff Member / Title            | Alternate / Title | Emergency Task |
|---------------------------------|-------------------|----------------|
| Darla Beeson/Principal          |                   | b,c            |
| Javier Cisneros/Custodian       |                   | a,d,e          |
| Amor Kirkman/Program Assistant  |                   | b,c            |
| Yanet Madrigal/Office Assistant |                   | b,d,e          |
| Margaret Jolly, School Nurse    |                   | a,d,e          |
|                                 |                   |                |
|                                 |                   |                |
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### Reunification Form

Student Name \_\_\_\_\_

Student Grade \_\_\_\_\_ Student Cell Phone Number \_\_\_\_\_

Name of Person Picking Up Student \_\_\_\_\_

Phone Number of Person Picking Up Student \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**STAFF USE ONLY**

Initials

- \_\_\_\_\_ Photo identification matches name of person picking up student.
- \_\_\_\_\_ Person picking up student is listed on the emergency card.

### Reunification Form

Student Name \_\_\_\_\_

Student Grade \_\_\_\_\_ Student Cell Phone Number \_\_\_\_\_

Name of Person Picking Up Student \_\_\_\_\_

Phone Number of Person Picking Up Student \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**STAFF USE ONLY**

Initials

- \_\_\_\_\_ Photo identification matches name of person picking up student.
- \_\_\_\_\_ Person picking up student is listed on the emergency card.

### Student Sign-Out Sheet

All sections must be filled out completely and staff must initial before the student is released to the parent/guardian.

| Student Name | Name of Parent/Guardian | Staff Initials |
|--------------|-------------------------|----------------|
|              |                         |                |
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Date \_\_\_\_\_

## Plan Exercise Checklist

All staff shall be trained on the comprehensive school safety plan. (EC32280)

| Date | Time | Program Manager / Designee Signature |
|------|------|--------------------------------------|
|      |      |                                      |

Earthquake drills shall be administered at least once each school quarter in elementary schools and at least once each school semester in secondary schools. (EC32282(a)(B)(i)(II))

| Date | Time | Program Manager / Designee Signature |
|------|------|--------------------------------------|
|      |      |                                      |
|      |      |                                      |
|      |      |                                      |

Fire drills shall be administered at least once a month in elementary schools, at least four times each school year in intermediate schools, and not less than twice every school year in secondary schools. (EC32001)

| Month     | Date | Time | Program Manager / Designee Signature |
|-----------|------|------|--------------------------------------|
| June      |      |      |                                      |
| July      |      |      |                                      |
| August    |      |      |                                      |
| September |      |      |                                      |
| October   |      |      |                                      |
| November  |      |      |                                      |
| December  |      |      |                                      |
| January   |      |      |                                      |
| February  |      |      |                                      |
| March     |      |      |                                      |
| April     |      |      |                                      |
| May       |      |      |                                      |

Lockdown drills shall be administered at least once each school quarter.

| Time of Day         | Date | Time | Program Manager / Designee Signature |
|---------------------|------|------|--------------------------------------|
| Before/After School |      |      |                                      |
| Lunch               |      |      |                                      |
| Instructional Time  |      |      |                                      |



## Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School

Section EC32282(a)(2)(G)

### Monte Vista

#### I. Pupils / Parents / Visitors

Please define the procedures for the daily ingress/egress of pupils, parents, and visitors. These include, but are not limited to, procedures for buses, drop-off/loading, and visitor check-in. Attach maps and additional pages as necessary.

- \* All visitors are required to enter the main administration building at Monte Vista.
- Signs are posted at the entrance directing parents and visitors to sign in.
- Teachers are trained to always re-direct parents to the main administration building if they have entered during bus loading time in the side gates that lead to classrooms.
- Classroom teachers or a paraeducator are typically called to the front office to meet parents or visitors or bring a student to the parent for exit due to medical appointments, illness etc.
- \*Upon exiting the building, parents are prompted to put the time they are leaving.
- \*Students will not exit buses prior to a staff member standing at the door of the bus to receive the student.
- \* Students will be escorted to the buses in the afternoon to be taken home.

#### II. Staff

Please define the procedures for the daily ingress/egress of staff. Attach maps and additional pages as necessary.

- Regular staff members including teachers, DIS (speech therapist, Occupational Therapist, VI specialist) and paraeducators sign in the front office.

When staff leave the campus for lunch or community based, they sign out and/or complete the community based form.

## Site-Specific Discipline Rules/Policies

Section EC32282(a)(2)(I)

### Monte Vista

Please list any discipline rules/policies that are specific to your site. Attach additional pages as necessary.

Employees of Fresno County Superintendent of Schools sign every year a number of Standard Operation Procedures related to expected behavior while at work. These SOP's cover such topics as Attire, Cell Phone Use, Alcohol - Tobacco -- and Drug Free environment, Sexual Harassment, Discrimination, and Civility. All of these SOP's go into detail of the expected behavior. Disregard of the SOP's can result a variety of disciplinary action, ranging from a verbal discussion, written reprimand, and termination.

Students in our program have disabilities that may result in a lack of social skills and/or behavioral regulation. Very few (if any) students will be suspended in our program. Rather, a team approach will be used to work thru a variety of supports and training that will benefit the student. This team includes the parent, teacher, paraeducators, school psychologist, Occupational therapist, speech/language pathologist, school nurse, principal and many more. This team approach results in medical consultations, behavior support plans, sensory therapy, and communication training. Ultimately, this approach is designed to lead to a more successful student.

## Site's Discussion on Safe and Orderly Environment Conducive to Learning

Section EC32282 (a)(2)(H)

### Monte Vista

Please explain your site's policy on a safe and orderly environment conducive to learning. Provide as much information as possible.

The building is equipped with fire alarms, security alarms, heat sensors and sprinklers. Alarms directly contact the appropriate emergency stations for immediate response. Access to keys and the alarm system is strictly controlled. The staff at Monte Vista consists of 7 teachers, 14 paraeducators, three LVN's, one school nurse, two school psychologists, one custodian and three office staff.

Monte Vista maintains an emergency preparedness disaster plan to ensure the safety of students and staff. The plan includes provisions for classroom instruction and evacuation. The educational staff routinely direct teach to the students what to do during a fire drill, lockdown, and earthquake drill. Additionally, staff are trained in CPR, First Aid, and Non-violent Crisis Intervention.

Each classroom has at least one two-way radio, as does the custodian, nurse, and front office. This has assisted with communication for health and behavioral emergencies as well as announce bus arrivals during in climate weather.

Part of the curriculum used in class includes social emotional and social skill development lessons. These are presented via packet work, role play, videos, and games. Staff work together to supervise students when on the playground and create at least monthly joint activities to help build a sense of community on campus.

We also encourage parent/family engagement in the classroom. This not only enhances classroom support and supervision, but can serve to provide additional role models for our students. When family or community members want to volunteer in our program, there is a process in place to insure the safety of all students and staff. If someone is interested in volunteering on a regular and long-term basis. Fingerprints are taken and a background check is completed at the volunteers expense. All volunteers are provided information regarding FCSS school goals and training is provided as needed. Volunteers are not engaged in tasks that would replace normal duties of a classified employee, but are encouraged to utilize their skills and expertise to enhance our program.

Monte Vista also has a PTO program which allows parents and family members to provide input into the program as well as find opportunities for them to support and enhance their child's education.

Please discuss the school culture at your site. Provide as much information as possible.

Monte Vista provides a safe place for children to learn, both physically and psychologically. A positive climate is nurtured for students by creating a team/family of educators on our campus. It is the goal of Monte Vista leadership to have an on-going collaborative relationship, not only among the staff, but also with families, districts, and the community. Our PTO group meets monthly and has a family movie night at least quarterly to encourage and build those relationships between staff and families.

Monte Vista is sensitive to the diverse ethnic, cultural, and religious backgrounds of all of our students. School activities further encourage student, parent, and community members to bond (parent information night, cultural celebrations, family fun night, and more!). Students, parents, and staff members are involved in setting standards of behavior. Monte Vista is also implementing Positive Behavior Intervention and Supports to continue to encourage positive social skills.

Please provide three goals for the school culture at your site.

1. Use the recently purchased Parent Square app to enhance communication with parents.
2. Develop PLC's linking teachers and paras by grade bands to build a collaborative team at each grade level
3. Develop at least monthly school activities related to kindness, health or a curriculum theme.

Please describe your site's physical condition as it relates to the discussion on a safe and orderly environment conducive to learning. Provide as much information as possible.

Monte Vista School was built in 1973 by the Kings Canyon Unified School District in cooperation with the Fresno County Office of Education. The main building measures 11,360 square feet. In addition to the six classrooms, the main building also consists of a nurse's office, support staff offices, lounge, conference room and front office. The building located directly to the south of the main facility measures 2000 square feet and contains two classrooms. There is an additional building located on the property that serves as a storage facility and a storage container was added to the northwest corner of the property for additional storage of student equipment.

Safety, cleanliness, and maintenance of the grounds and buildings are high priorities at Monte Vista School. The building has outside lighting that operates at night and the perimeter is secured with a six foot high fence providing a safety barrier for students from traffic and discouraging vandalism and crime. Gates between Monte Vista School, Jefferson Elementary, KC Kids, Headstart, and the Kings Canyon Student Service Center have been put in to allow entrance and egress.

We have worked with the City of Reedley to establish bus parking on Duff Ave. in addition to the turn-in for the smaller buses. This has made loading and unloading our students much safer. Staff have been trained on safety procedures when approaching a bus and escorting students across the parking lot. We have also reserved four spaces by the school for visitors and parents who are dropping off their students.

Monte Vista School has also established a relationship with Reedley Police Department to not only help our staff and students learn about community safety and preparedness, but to also help the emergency responders be aware of how to support and respond to students with disabilities.

All buildings maintain fire alarms, security alarms, heat sensors and sprinklers. Alarms directly alert the appropriate emergency stations for immediate response. Access to keys and the alarm system is strictly controlled and valuables/equipment are inventoried.

Please provide three goals for your site's physical condition.

1. Replace bark in swingset area on the east side of campus.

2. Place a cover over the "Big Toy" area of the playground on the west side of campus to shade the children while they play.

3. Update playground equipment.

## Tactical Response Protocols

Section EC32282(a)(2)(J)

### Monte Vista

Redacted per Ed Code section 32281(f)(1)

# Appendix E

Sutherland Center

**FRESNO COUNTY OFFICE OF EDUCATION  
EMERGENCY PROCEDURES  
STANDARD OPERATION PROCEDURE #813**

**Effective 01/13/97**

**Revised 10/9/13**

Initiated by Jeff Becker

Approved by Jan Biggs

The following are procedures that are to be adhered to in the event of an emergency. A copy of each procedure will be posted in a flip chart and placed on all employee bulletin boards.

1. [Emergency Telephone Numbers](#)
2. [Emergency Fire Procedure](#)
3. [Evacuation Procedure](#)
4. [Bomb Threat Call Instructions](#)
5. [Defibrillator Policy](#)
6. [Emergency 1<sup>st</sup> Responder Kits](#)
7. [Emergency Lockdown Procedure](#)
8. [Power Outage Procedure](#)
9. [Earthquake Procedure](#)





## EMERGENCY POLICIES & PROCEDURES

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### EMERGENCY TELEPHONE NUMBERS

|                              |                 |
|------------------------------|-----------------|
| <b>EMERGENCY</b>             | <b>DIAL 911</b> |
| <b>Ambulance</b>             | 443-5900        |
| <b>Fresno Fire</b>           | 621-4000        |
| <b>Fresno Police</b>         | 621-7000        |
| <b>Fresno County Sheriff</b> | 488-3939        |
| <b>Poison Control</b>        | 1-800-222-1222  |
| <b>CAL OSHA</b>              | 445-5302        |

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### MEDICAL TREATMENT FACILITIES

**Concentra Urgent Care Facilities**  
7265 N. First Street, Suite 105: 431-8181  
2555 S. East Ave, Fresno: 499-2400

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### EMERGENCY FIRE PROCEDURE

**If the fire is in your area:**

1. Activate the fire alarm at the nearest manual pull box station as shown on posted diagram. (Some sites have fully automated fire alarm systems and do not have pull box stations).
2. Call the fire department - **Dial 911**.
3. Use a portable fire extinguisher to fight the fire, if possible.
4. If unable to put out the fire, evacuate the building immediately, closing doors on your way out. Follow the **Evacuation Procedure** listed below.

**If the fire is NOT in your area:**

1. Evacuate the building immediately when alarm sounds. Follow the **Evacuation Procedure** listed below.

### EVACUATION PROCEDURE

2. Do not use elevators.
3. Using the front or back stairs (if applicable) and doors, proceed directly to the designated assembly area. Close doors behind you.
4. Be sure to take purses, wallets, or other personal valuables with you, if safe to do so.
5. Do not attempt to reenter the building until instructed.
6. Keep clear of all emergency vehicles and equipment.
7. If unable to descend the stairs, remain in the stairwell until help arrives.
8. Upon evacuating the building, immediately report to your site's designated evacuation coordinator.
9. Remain in the designated assembly area until further instructions are received.

### BOMB THREAT CALL INSTRUCTIONS

1. **TIME:** Note the time the call is received and the time the call terminates.
2. **WHERE:** Ask exactly where the bomb is located.
3. **WHAT:** Ask what the bomb is made of and what type of detonation device it has.
4. **WHEN:** Ask when the bomb is due to explode.
5. **Who:** Ask who is calling or say "I'm sorry, I didn't get your name."
6. Get the attention of someone near you and have them notify the site administrator.
7. Try to determine if the caller is male or female.
8. Listen for an accent, background noise, or other sounds that might provide clues to who is calling and where the call is coming from.
9. When the caller hangs up, immediately write down everything that was said while it is fresh in your mind, and report to the site administrator.

### DEFIBRILLATOR POLICY

- An AED (defibrillator) is to be used on an unconscious person without signs of circulation to increase the immediate chance of survival of the victim.
- The procedure for defibrillation will be attached to each AED and sent to employees annually.
- Following use of the AED, notify the Director of Health Services.
- The AEDs are to be checked monthly by the maintenance staff.



## EMERGENCY POLICIES & PROCEDURES

### AED DEFIBRILLATOR LOCATIONS:

- **Van Ness**
  - 1<sup>st</sup> Floor - by Elevator
  - 2<sup>nd</sup> Floor - Outside room 270
- **Towers Building**
  - 1<sup>st</sup> Floor - Hallway next to 101
  - 3<sup>rd</sup> Floor - by Elevator
  - 4<sup>th</sup> Floor - by Elevator
  - 5<sup>th</sup> Floor - by Elevator
  - 6<sup>th</sup> Floor - by Elevator
  - 7<sup>th</sup> Floor - by Elevator
  - 8<sup>th</sup> Floor - by Elevator
- **Other Locations**
  - Ramacher
  - Sutherland
  - Scout Island
  - Fresno ROP
  - Monte Vista
  - Kermit Koontz Education Complex
  - Channing Court
  - Venture Bay
  - Violet Heintz Education Academy

### EMERGENCY 1<sup>ST</sup> RESPONDER KITS

Emergency 1<sup>st</sup> Responder Kits are provided and maintained by the Facilities & Operations Department at the Downtown site. For other site locations, contact your site administrator.

Kits should only be accessed in case of an emergency. First aid supplies and tools located inside should not be used except in case of an emergency.

### Emergency 1<sup>st</sup> Responder Kit Locations:

- **Van Ness**
  - 1<sup>st</sup> Floor: Room 127
  - 2<sup>nd</sup> Floor: Room 234 & Lunchroom
  - 3<sup>rd</sup> Floor: Room 326
- **Tower's Building**
  - 1<sup>st</sup> Floor: Hallway next to 101
  - 2<sup>nd</sup> Floor: Room 211
  - 3<sup>rd</sup> Floor: Room 316
  - 4<sup>th</sup> Floor: Room 418
  - 5<sup>th</sup> Floor: Room 519
  - 6<sup>th</sup> Floor: Room 617
  - 7<sup>th</sup> Floor: Room 722
  - 8<sup>th</sup> Floor: Room 814
- **Other Locations- See site administrator**

### EMERGENCY LOCKDOWN PROCEDURE

1. Upon an emergency lockdown alert, proceed directly to your designated lockdown area, if safe to do so.
2. If you are unable to access the designated lockdown area, find a safe place to hide and stay quiet.
3. Evaluate your work area and assist employees into the lockdown area.
4. Secure the lockdown area door once everyone is inside.
5. Stay away from doors and windows.
6. Turn off lights.
7. Close window blinds or coverings.
8. Take cover behind something solid, if available.
9. Remain absolutely quiet.
10. Do not use cell phones unless necessary to communicate regarding the incident. Cell phones should be shut off or put on silent.
11. Do not leave the lockdown area until the area has been cleared and you are instructed by authorized personnel.

### POWER OUTAGE PROCEDURE

1. Remain at or return to your duty station.
2. Shut off all equipment.
3. Do not wander around or leave the building.
4. Await instruction.

### EARTHQUAKE PROCEDURE

1. **DROP, COVER, & HOLD ON!** Drop to the floor and take cover under a sturdy desk or table. Cover your head with your arms. Hold on to the table/desk, even if it moves. If a table is not available, be sure to cover your head and keep it protected.
2. After shaking has stopped, locate the Emergency 1<sup>st</sup> Responder Kit in your area.
3. Await further instruction from authorized personnel.



## EMERGENCY EVACUATION MAP

Redacted per Ed Code section 32281(f)(1)



## EMERGENCY SITE MAP

Redacted per Ed Code section 32281(f)(1)

# [SUTHERLAND CENTER]

## Phone Directory

Please list names in alphabetical order by last name.

| First & Last Name  | Office or Room # | Phone Number       | Agency Name<br><small>(if not FCSS employee)</small> |
|--------------------|------------------|--------------------|--|
| Aceves, Juana      | KHS/421          | 843-9789           |  |
| Campos, Karla      | 2                | 4132               |  |
| Carrillo, LeeAnna  | 7                | 4137               |  |
| Dianna, Susan      | 1                | 4148               |  |
| Garcia, Martin     | ME/304           | 655-2015 ext. 6304 |  |
| Gonzales, Angel    | 4                | 4134               |  |
| Hinojosa, Norma    | Office           | 4152               |  |
| Vera, Filiberto    | 6                | 4136               |  |
| Nagra, Lovejit     | MP               | 3872               |  |
| Ellis, Brandon     | 8                | 4138               |  |
| Page, Lori         | Office           | 4154               |  |
| Santiago, Maria    | KMS/408          | 843-9632           |  |
| Tenney, Dave       | Office           | 4153               |  |
| Torres, Sergio     | KF/36            | 843-9398           |  |
| Valadez, Elaine    | Office           | 4151               |  |
| Vasquez, Elizabeth | 3                | 4133               |  |
| Velazquez, Jose    | KHS/604          | 843-9746           |  |
| Kobashigawa, Adam  | MP               | 4156               |  |
| Sensory Room       | 5                | 4135               |  |
| Various            | Office           | 4157               |  |

| First & Last Name | Office or Room # | Phone Number | Agency Name<br><small>(if not FCSS employee)</small> |
|-------------------|------------------|--------------|--|
| Various           | Office           | 4158         |  |
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## **Standardized Emergency Management System (SEMS)**

### **Authorities and References**

School administrators have the responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood, or a terrorism incident. Developing emergency operations plans and training staff in emergency response procedures is required by law. The Katz Act of 1984 [Sections 35295-35297 of the California Education Code] requires that schools plan for earthquakes and other emergencies. The Petris Bill of 1992 [Section 8607 of the California Government Code] requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). This necessitates that the principles of SEMS be incorporated in plans, that all school personnel be trained in how the system works, and that schools have drills and exercises in order to practice using the system. In 2004, pursuant to Homeland Security Presidential Directive Number 5, the federal government adopted a National Incident Management System (NIMS) "to provide a consistent nationwide approach for federal, state, and local governments to work effectively together to prepare for, prevent, respond to and recover from domestic incidents, regardless of cause, size, or complexity." Because NIMS explicitly includes school districts in its definition of "local government," it is clear that schools must comply with both SEMS and NIMS requirements as they plan, train, and respond to emergencies.

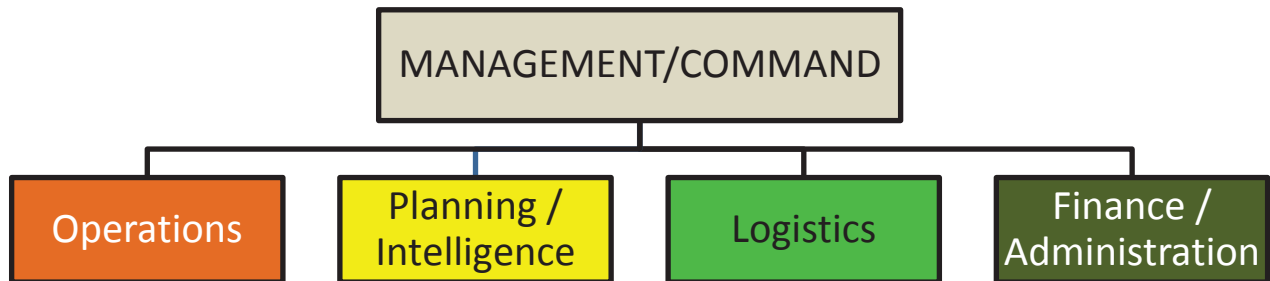
Fortunately, NIMS is based largely on the same management principles embodied by California's SEMS. This means that with but a few minor exceptions, compliance with SEMS will ensure NIMS compliance as well. Therefore, except where otherwise noted, the term SEMS will be used in this document to cover principles and procedures that are common to both California and federal emergency management systems.

### **Emergency Organization Using SEMS**

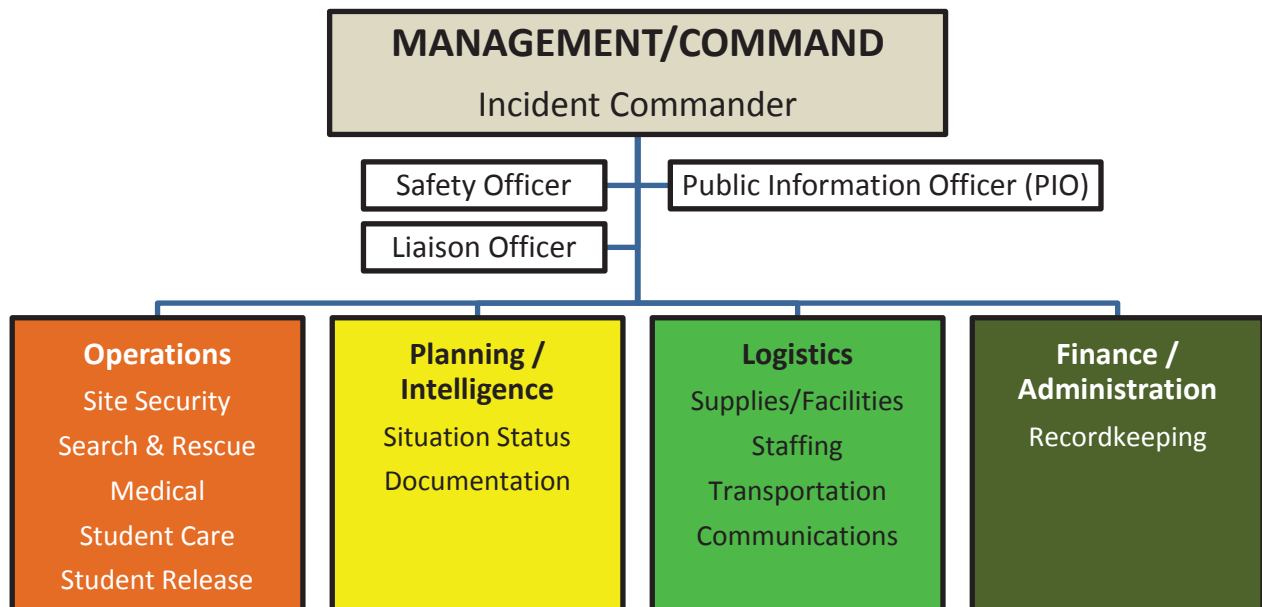
California's SEMS is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: MANAGEMENT/COMMAND; PLANNING/INTELLIGENCE; OPERATIONS; LOGISTICS; AND FINANCE/ADMINISTRATION.

These five functions, together with their sub-functions, entail all the tasks involved in any emergency response. They may be performed by a few people or by many, depending on the size of the emergency and the human resources at hand. These five functions should constitute a basic structure for pre-designated Emergency Management Teams at the school site. Section 3 of this Emergency Operations Plan describes the specific roles and responsibilities of each staff member assigned to the school's Emergency Management Team.

The SEMS emergency organization structure is a modular one that starts at the top and can expand to address the needs of the situation, as need and available personnel increase or decrease. For example, a small school may have one person perform more than one function. A medium sized school may have one person per function, and a large school may need to have more than one person for some functions. The structure can expand and contract, as necessary and based on available personnel. The specific organizational structure established for any given incident will be based on the management needs of the incident and the resources available to the school.



Each one of the five functions has certain roles and responsibilities during a disaster or school emergency. The Management function oversees response activities in consultation with the coordinators of the Operations, Planning / Intelligence, Logistics and Finance / Administration Sections. Each of these Sections, in turn, has a team or teams tasked with implementing very specific components of the school emergency response plan. These teams and their affiliate sections are outlined in the chart, below.



## **Guidelines for Staffing SEMS Positions in FCOE**

Staffing Emergency management teams should be planned for in light of the specific circumstances and capabilities of the individual school sites. A school can tailor the exact arrangement of components to itself, as long as the five functions are covered somehow.

The organizational flexibility of SEMS is based on three principles:

1. Only those functional elements that are required to meet the current objectives of a specific incident need to be activated. For example, not every incident may require Search and Rescue teams.
2. All elements of the organization can be arranged in various ways within or under the five essential SEMS functions. For example, a single person may be designated to fill more than one function.
3. The duties of any non-activated element of the organization will be the responsibility of the next highest element in the organization. For example, the Incident Commander is responsible for the duties of ALL five functions until staff are assigned and available.

Bearing these principles in mind, the following guidelines are offered for staffing the five primary SEMS functions at your school.

### **Management**

This function is typically staffed by the school Principal/Administrator/designee, as the Incident Commander. In the absence of the Principal, the Incident Commander role can be filled by an Assistant Principal, Secretary, Librarian, or any trained administrator designated in the chain of command.

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. The Incident Commander may be assisted in carrying out the management function by a Public Information Officer, Safety Coordinator, and Agency Liaison (unless Incident Commander decides to also fill one or more of these roles).

### **Operations**

This function is typically staffed by facilities/maintenance staff, instructional staff, and/or nurses.

Under SEMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, student care, search and rescue, site



security, damage assessment, evacuations, and the release of students to parents. In this Plan, these activities are performed by the following teams, under the direct supervision of the Incident Commander, unless an Operations Section Chief is assigned: “Medical,” “Site Security,” “Search and Rescue,” “Student Care,” and “Student Release.”

### **Planning / Intelligence**

This function is typically staffed by instructional or administrative staff, including librarians, computer center managers, or teacher’ aides.

During an emergency, the SEMS Planning function involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This knowledge and understanding about the situation at hand is vital to the effective management of a response. Under SEMS, this function is supported by two staff members, one involved with “Documentation” and the other with “Situation Analysis.” Both of these positions, if assigned at the discretion of the Principal/designee, will report directly to the Incident Commander unless a Planning Section Chief is assigned.

### **Logistics**

This function is typically staffed by facilities, instructional, or administrative staff.

The Logistics function of SEMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. In this Plan, these activities are performed by staff members or units designated as “Supplies and Facilities,” “Staffing,” and “Communications.” They report directly to the Incident Commander unless a Logistics Section Chief is assigned.

### **Finance/Administration**

This function is typically staffed by administrative or clerical staff.

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. In this Plan, these activities may be performed by a “Documentation” position which reports directly to the Incident Commander unless a Finance/Administration Section Chief is assigned.

### **The Incident Command Post**

The Incident Command Post (ICP) is the school’s incident “headquarters,” a location where the primary coordination and management functions are executed. The most important

consideration is that the ICP have enough space for the Incident Command staff and four Section Chiefs to set up and proceed with emergency response coordination. This requires a working communications system (if available), tables and chairs to work from, good lighting, writing supplies, and display areas (for maps, plans, assignments, etc.).

Possible locations for the ICP include the school office, gymnasium, cafeteria, or yard area. It may be desirable to locate the ICP such that the full emergency assembly area is in view, while maintaining adequate separation from students, evacuation assembly areas, medical treatment areas, and student release areas. Each school should pre-designate a primary and alternate ICP.

### **The Incident Action Plan**

The Incident Action Plan (IAP) is a simple plan to provide all supervisory personnel with direction for actions during a specified operational period (usually 12 or 24 hours). The IAP is developed by the Incident Commander and/or the Planning Section Chief, with input from management staff and the Section Chiefs. The IAP should define the strategic objectives reflecting the overall incident response strategy, and then lay out specific actions needed to attain each strategic objective. The actions should be more specific than the objectives and, like lesson plans, they should be clear and measurable. The IAP should designate the resources, personnel, and support required to achieve the actions within the specified time frame.

There is no single way to write an IAP, but it may help to follow the Incident Action Plan Template provided at the end of this section. But remember, forms are provided to assist you, not to confuse you. Elements that may be included in the IAP include:

- **Overall Strategic Objectives** – These should be limited in number, generally not more than four or five per operational period.
- **Designate Date and Operational Period** – Each IAP covers a specific time frame, usually 12 or 24 hours. They must be dated and kept for documentation.
- **Organization** – Describe what positions of the Standardized Emergency Management System will be staffed in the next operational period.
- **Actions and Assignments** – A concise description of the actions to be achieved, and the names of the individuals who will be assigned to each.
- **Supporting Materials** – Examples: a map of the school and/or incident, a communications plan (cell phone numbers, radio frequencies, etc.), a medical plan, a traffic plan, list of special precautions.

### **Activation of the Emergency Operations Plan**

A basic principle of SEMS is that every emergency incident requires a person in charge. In SEMS terminology, this person is called the INCIDENT COMMANDER. At all times there must be a staff person designated to fill this role, even if it is the only role assigned. At the school level, this position is typically filled by the School Administrator (most often the Principal or designee) until such time that the fire department, police, or other responding agencies arrive on campus.

Until such help arrives, and unless the Incident Commander delegates some emergency response duties to others, the Incident Commander is responsible for ALL tasks necessitated by the emergency, including management, operations, planning, logistics, and finance/administration.

The Incident Commander or designee has the sole authority to activate the school's Emergency Operations Plan, including mobilization of the School Emergency Management Team and establishment of an Incident Command Post. There are several circumstances under which s/he may decide to do so:

1. Professional emergency responders are unavailable (e.g., in a major disaster where all emergency personnel are committed elsewhere, schools may be "on their own" for hours, or even days).
2. Professional emergency responders need additional help (e.g., with search and rescue, student care, dealing with parents, etc.).
3. To prepare and plan for an anticipated emergency (e.g., a pandemic).
4. To prepare for a major planned non-emergency activity (e.g., community events, multiagency drills or exercises, etc.).

### **Mutual Aid Process**

SEMS is a standard organizational model that is used at every level of government in the State of California. Within SEMS there are five organizational levels:

- 1) State level
- 2) Regional level
- 3) The Operational Area (Fresno County)
- 4) Local Government (cities and towns)
- 5) Field Level (school sites)

This model is based on a "mutual aid system" that is designed to ensure that adequate resources, facilities, and other support are provided to jurisdictions whenever their own resources prove to be inadequate to cope with a given situation. In SEMS, all activity is generated from the bottom up. At each level there is the expectation that all resources available at this level will be utilized before requesting resources from the next level up.

A school site is defined as the "field level." This is the level at which staff actually work with the injured, the building damage, the search and rescue, and all other activities directly related to the results of the emergency. When schools are impacted by an emergency or disaster, each affected school site establishes an ICP to develop and direct a coordinated emergency response. As school ICP staff identify needs for additional resources (personnel, equipment, supplies, etc.) they forward resource requests to a Schools' Branch Director in an Emergency Operations Center (EOC) at the next highest organizational level.

In Fresno County, the specific EOC contacted varies by geographic location of the affected school site. Schools located within incorporated cities or towns contact the local City or Town EOC. Schools located within unincorporated areas of the county contact the Fresno EOC.

### **Unified Command**

The control and response to campus emergencies is the sole responsibility of the School Emergency Management Team until professional emergency responders arrive. Once they arrive on campus, incident command transitions to “Unified Command.” Unified Command is a cooperative effort that allows all agencies with responsibility for the incident (e.g., school, fire, police etc.) to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.

The transition to Unified Command is initially facilitated by an on-site briefing of first responders by the school’s Incident Commander and Emergency Management Team. Following the initial briefing the school’s Incident Commander will work closely with representatives of each responding agency to plan and carry out response activities. This means that professional emergency responders will be coordinating emergency response activities in consultation with the School Emergency Management Team unless the school’s Incident Commander deems it too dangerous or unsafe for the School Emergency Management Teams to continue to participate.

Remember, first responders are professionals. Work with them and take your cues from them.

## Incident Action Plan Template

### **The following pages provide a template of preparing an Incident Action Plan (IAP)**

The IAP should be a simple plan to provide all supervisory personnel with direction for actions during a specified operational period (usually 12 or 24 hours). The IAP is developed by the Incident Commander and/or the Planning Section Chief, with input from management staff and the Section Chiefs. The IAP should define the strategic objectives reflecting the overall incident response strategy, and then lay out specific actions needed to attain each strategic objective. The actions should be more specific than the objectives, and like lesson plans, they should be clear and measurable. The IAP should designate the resources, personnel, and support required to achieve the actions within the specified time frame.

# INCIDENT ACTION PLAN

School/Site:

**FOR OPERATIONAL PERIOD:**

**FROM:** Date: \_\_\_\_\_  
Time: \_\_\_\_\_

**To:** Date: \_\_\_\_\_  
Time: \_\_\_\_\_

**PREPARED ON:**

Date: \_\_\_\_\_  
Time: \_\_\_\_\_

## GENERAL OBJECTIVES

*OBJECTIVES should be stated in measurable terms to allow for evaluation of progress. Each TASK assigned to Sections should address a specific OBJECTIVE.*

## SAFETY MESSAGE (Safety Officer)

## ATTACHMENTS (✓ IF ATTACHED)

- Current Situation Report
- Task Assignments
- Traffic/Staging Area Map
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Prepared by (Planning Section Chief):**

**Approved by (Incident Commander):**

|  |  |                                    |   |
|--|--|------------------------------------|---|
| <b>INCIDENT ACTION PLAN</b>  |  | School/Site:                       |   |
| <b>FOR OPERATIONAL PERIOD:</b><br><b>FROM:</b> Date: _____ <b>To:</b> Date: _____<br>Time: _____ Time: _____ |  |                                    | <b>PREPARED ON:</b><br>Date: _____<br>Time: _____ |
| <b>MANAGEMENT STAFF</b>  |  | <b>OPERATIONS SECTION</b>          |   |
| Incident Commander:  |  | Operations Section Chief:          |   |
| Public Information Officer:  |  | Site Security Team Leader:         |   |
| Liaison Officer:   |  | Search & Rescue Team Leader:       |   |
| Safety Officer:  |  | Medical Team Leader:               |   |
|  |  | Student Care Team Leader:          |   |
|  |  | Student Release Team Leader:       |   |
|  |  |                                    |   |
| <b>PLANNING SECTION</b>  |  | <b>LOGISTICS SECTION</b>           |   |
| Planning Section Chief:  |  | Logistics Section Chief:           |   |
| Situation Analysis Unit:   |  | Supplies/Facilities Unit:          |   |
| Documentation Unit:  |  | Staffing Unit:                     |   |
|  |  | Communications Unit:               |   |
|  |  | Transportation Unit:               |   |
|  |  |                                    |   |
| <b>AGENCY REPRESENTATIVES</b>  |  | <b>FINANCE &amp; ADMIN SECTION</b> |   |
|  |  | Finance Section Chief:             |   |
|  |  | Recordkeeping Unit:                |   |
|  |  |                                    |   |
|  |  |                                    |   |
| <b>Approved by:</b>  |  | <b>Prepared by:</b>                |   |
| <input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this sheet.            |  |                                    |   |

| <b>SECTION TASKS</b>                    |           | School/Site:               |  |
|---|-----------|----------------------------|--|
| <b>FOR OPERATIONAL PERIOD:</b>          |           | <b>PREPARED ON:</b>        |  |
| FROM: Date:                             | To: Date: | Date:                      |  |
| Time:                                   | Time:     | Time:                      |  |
| <b>MANAGEMENT SECTION</b>               |           | <b>PERSON ASSIGNED TO:</b> |  |
|   |           |                            |  |
|   |           |                            |  |
|   |           |                            |  |
|   |           |                            |  |
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|   |           |                            |  |
|   |           |                            |  |
|   |           |                            |  |
|   |           |                            |  |
| <b>PUBLIC INFORMATION OFFICER STAFF</b> |           | <b>PERSON ASSIGNED TO:</b> |  |
|   |           |                            |  |
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| <b>OPERATIONS SECTION</b>               |           | <b>PERSON ASSIGNED TO:</b> |  |
|   |           |                            |  |
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**SECTION TASKS (Cont.)**

School/Site:

**PLANNING SECTION**

**PERSON ASSIGNED TO:**

**LOGISTICS SECTION**

**PERSON ASSIGNED TO:**

**FINANCE SECTION**

**PERSON ASSIGNED TO:**

**ACTION PLAN OBJECTIVES FOR TOMORROW (OR NEXT OPERATIONAL PERIOD)**

*To be determined by Incident Commander in consultation with Section Chiefs.*

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**SCHEDULED BRIEFINGS (Incident Commander/PLANS CHIEF/PIO)**

| Briefing Type | Frequency | Time | Location | Briefer |
|---------------|-----------|------|----------|---------|
|               |           |      |          |         |
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**SCHEDULED MEETINGS (Incident Commander/PLANS CHIEF/PIO)**

| Meeting Type | Frequency | Time | Location | Facilitator |
|--------------|-----------|------|----------|-------------|
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|---|--|--------------------------------|---|
| <b>Incident Check-in Roster</b>           |  | <b>School/Site:</b>            |   |
| Incident Name:                            |  | Date Prepared:                 | Time Prepared:                                    |
| Unit Name/Designators:                    |  | Unit Leader (Name & Position): |   |
| Operational Period (MM/DD/YY – MM/DD/YY): |  |                                |   |
| <b>PERSONNEL ROSTER ASSIGNED</b>          |  |                                |   |
| <b>Name &amp; Incident Position</b>       |  | <b>Phone</b>                   | <b>Other (radio frequency, runner name, etc.)</b> |
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|   |  |                                |   |
| Prepared by:                              |  |                                |   |

**LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)**

| ORGANIZATION/AGENCY | NAME | LOCATION | CONTACT NUMBER |
|---------------------|------|----------|----------------|
|                     |      |          |                |
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**DISTRIBUTION:**

- All Management Section Staff
- All Section Chiefs
- All Team Leaders
- Documentation Unit
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS), and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Program Manager may serve as both Incident Commander and Operations Officer, etc.

In the event of an emergency situation, the Safe School Leadership Team should report to a designated location to oversee and provide directions. The Program Manager and/or designee(s) in charge is to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Assistant Superintendent. Safe School Leadership Team is listed below.

### Safe School Leadership Team

|                          | Position Title    | Name           | Work Phone                               | Mobile Phone |
|--------------------------|-------------------|----------------|--|--------------|
| Management / Command     | Principal         | Dave Tenney    | Redacted per Ed Code section 32281(f)(1) |              |
|                          |                   |                |  |              |
| Operations               | Custodian         | Lovejit Nagra  |  |              |
|                          |                   |                |  |              |
| Planning / Intelligence  | Principal         | Dave Tenney    |  |              |
|                          |                   |                |  |              |
| Logistics                | Paraeducator      |                |  |              |
|                          |                   |                |  |              |
| Finance / Administration | Program Assistant | Norma Hinojosa |  |              |
|                          |                   |                |  |              |
| Other                    |                   |                |  |              |
|                          |                   |                |  |              |

Sutherland Center  
School Site

Redacted per Ed Code section 32281(f)(1)  
Primary ICP Location

Redacted per Ed Code section 32281(f)(1)  
Secondary ICP Location

## Reunification Plan Instructions

School Site SUTHERLAND CENTER

Reunification Location (must be able to accommodate all parents) CAFETERIA/MULTI-PURPOSE

- Assign responsibilities to staff according to the Reunification Team chart on the next page.
- Select an appropriate location (per safety plan or other location that may be more appropriate given size of school). Consider entry, exit and ability to hold a significant number of people (e.g., multiple stations).
- Ensure that you have all of the appropriate documentation such as student sign-out sheets, emergency cards, reunification forms, as well as office supplies such as pens available.
- Post signs on tables to facilitate communications.
- Set up a photocopier (with power), telephone (or cell phones), a laptop and printer.
- Set up registration area with appropriate tables and signs:
  - a) One table for registration desk.
  - b) One table for reunification team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom).
  - c) One table for reunification team #2 (problem solving team).
  - d) Set up a few tables where parents will line up so that they can fill out forms while waiting. Place student release forms and pens on these tables.
  - e) One table at location where students will meet their parent(s).
- Have interpreters available as-needed.

## Reunification Team

Please fill in your reunification team members in the chart below assigning an emergency task from the letters (a - e) in the instructions. It is important to fill in this information in advance and review it periodically for staff members who have left the site. Please list one alternate for each staff member. Please ensure the team lead is a strong member of your management team.

| Staff Member / Title              | Alternate / Title                | Emergency Task |
|-----------------------------------|----------------------------------|----------------|
| Lovejit Nagra, Custodian          | Tim Story, Paraeducator          | a              |
| Norma Hinojosa, Program Assistant | Elaine Valadez, Office Assistant | b              |
| Brandon Ellis, SDC Teacher        | Angel Gonzales, SDC Teacher      | c              |
| Lovejit Nagra, Custodian          | Dave Tenney, Principal           | d              |
| Dave Tenney, Principal            | Tim Story, Paraeducator          | e              |
|                                   |                                  |                |
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## Reunification Form

Student Name \_\_\_\_\_

Student Grade \_\_\_\_\_ Student Cell Phone Number \_\_\_\_\_

Name of Person Picking Up Student \_\_\_\_\_

Phone Number of Person Picking Up Student \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**STAFF USE ONLY**

Initials

- \_\_\_\_\_ Photo identification matches name of person picking up student.
- \_\_\_\_\_ Person picking up student is listed on the emergency card.

## Reunification Form

Student Name \_\_\_\_\_

Student Grade \_\_\_\_\_ Student Cell Phone Number \_\_\_\_\_

Name of Person Picking Up Student \_\_\_\_\_

Phone Number of Person Picking Up Student \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**STAFF USE ONLY**

Initials

- \_\_\_\_\_ Photo identification matches name of person picking up student.
- \_\_\_\_\_ Person picking up student is listed on the emergency card.



## Student Sign-Out Sheet

All sections must be filled out completely and staff must initial before the student is released to the parent/guardian.

| Student Name | Name of Parent/Guardian | Staff Initials |
|--------------|-------------------------|----------------|
|              |                         |                |
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Date \_\_\_\_\_

## Plan Exercise Checklist

All staff shall be trained on the comprehensive school safety plan. (EC32280)

| Date | Time | Program Manager / Designee Signature |
|------|------|--------------------------------------|
|      |      |                                      |

Earthquake drills shall be administered at least once each school quarter in elementary schools and at least once each school semester in secondary schools. (EC32282(a)(B)(i)(II))

| Date | Time | Program Manager / Designee Signature |
|------|------|--------------------------------------|
|      |      |                                      |
|      |      |                                      |
|      |      |                                      |

Fire drills shall be administered at least once a month in elementary schools, at least four times each school year in intermediate schools, and not less than twice every school year in secondary schools. (EC32001)

| Month     | Date | Time | Program Manager / Designee Signature |
|-----------|------|------|--------------------------------------|
| June      |      |      |                                      |
| July      |      |      |                                      |
| August    |      |      |                                      |
| September |      |      |                                      |
| October   |      |      |                                      |
| November  |      |      |                                      |
| December  |      |      |                                      |
| January   |      |      |                                      |
| February  |      |      |                                      |
| March     |      |      |                                      |
| April     |      |      |                                      |
| May       |      |      |                                      |

Lockdown drills shall be administered at least once each school quarter.

| Time of Day         | Date | Time | Program Manager / Designee Signature |
|---------------------|------|------|--------------------------------------|
| Before/After School |      |      |                                      |
| Lunch               |      |      |                                      |
| Instructional Time  |      |      |                                      |

## Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School

Section EC32282(a)(2)(G)

### [SUTHERLAND CENTER]

#### I. Pupils / Parents / Visitors

Please define the procedures for the daily ingress/egress of pupils, parents, and visitors. These include, but are not limited to, procedures for buses, drop-off/loading, and visitor check-in. Attach maps and additional pages as necessary.

All visitors are required to enter the main administration building at Sutherland Center.

Signs are posted on the separate Cafeteria/Multi-Purpose Building on site redirecting parents and visitors to sign-in in the front office. Fencing also prohibits entry other than the designated front office.

All visitors (including parents) sign in and receive a visitor badge in the front administration office on a designated visitor clipboard.

Parents sign in students who are late arrivals on a separate specifically labeled clipboard.

Due to COVID restrictions visitors, including parents, must wear masks and practice social distancing to come on campus. They are met in front of the school and escorted on campus through the side gates and they exit through the same side gate as well.

? Visitors with no appointment are to check in to the front office and wait for staff to meet them in front of the school or at the office door.

#### II. Staff

Please define the procedures for the daily ingress/egress of staff. Attach maps and additional pages as necessary.

Teachers are trained to always re-direct parents to the Sutherland main administration building if they have entered during bus loading time in side gates that lead to classrooms.

Classroom teachers or a paraeducator are typically called to the front office to meet parents or visitors or bring student to the parent for exit due to medical appointments, illness, etc.

\*If only one staff member is in the classroom the visitor will be directed to the classroom.

Due to COVID restriction staff sign in at the front office being careful to social distance 6 feet. Decals are on the floor 6 feet apart to help space out the sign in and sign out process.

Rooms within the office have a maximum capacity sign of no more than 2 people on one room and 3 in another. If maximum number is exceeded social distancing is maintained.

Staff meet students at the bus and walk them on campus through the side gates. Staff also walk student through the same side gate at the end of the day.

## Site-Specific Discipline Rules/Policies

Section EC32282(a)(2)(I)

### [SUTHERLAND CENTER]

Please list any discipline rules/policies that are specific to your site. Attach additional pages as necessary.

Visitors all need to check into the office and sign-in.

Emergency Drills - we will do drills as calendared for the year.

Duck and Cover

Fire-drill

Lock Down

Partner with Kerman Unified using the Catapult Emergency Services App for early warning.

PD on structured learning environments, staff training, and focus will be on transition and adult roles in the classroom.

\*\*MPR is used as a cafeteria. It is clean and scheduling of events occur each year and calendared. Cafeteria table are used daily when COVID restrictions are lifted.

Let other programs know of equipment not being used. FCOE has hired a PT who catalogue equipment not being used and will be available when needed.

Look at rooms equipment to remove and replace.

Discipline at the Sutherland Center is viewed as instructional. There is a punitive component to discipline but it's not our primary strategy for keeping students engaged and controlled.

Sutherland Center follows California Education Code 48900. However due to the cognitive level of our students it is extremely rare that we suspend a student. We have suspended but it's very infrequent.

Discipline strategies include "if then", choice and classroom rewards such offering preferred items and tasks, food rewards and various other awards are used to motivate students.

## Site's Discussion on Safe and Orderly Environment Conducive to Learning

Section EC32282 (a)(2)(H)

### [SUTHERLAND CENTER]

Please explain your site's policy on a safe and orderly environment conducive to learning. Provide as much information as possible.

PBIS creates a positive and caring culture.

Team work and team planning is calendared throughout the school year.

Teachers are partnered together for instruction and during calendared planning events to create a climate of safety and always be open for improvement.

The Center will continue it's efforts to function as a school vs hospital. This has been done by increasing instructional rigor and increasing assemblies and other school wide events. A standards based curriculum has been implemented for each classroom and used each day.

It's a happy place where staff seems to want to be. The culture has enabled parents to partner with the school without fear.

The pattern of preassessing, teaching, and post assessing is encouraged and practiced through our standards based curriculum.

Staff is supportive of each other creating an orderly and friendly culture and climate.

Team work with instructional practices such as grade level partners is scheduled and followed.

Each classroom is arranged with learning as a priority. Layout of tables and desks need to be age appropriate for learning activities.

Psych works weekly with our Tier 3 intervention students and students requiring additional supports are referred to our Behavior Intervention Team (BIT).

Monthly "Student of the Month" event is held in the cafeteria.

Extensive training on how to write quality IEP's occurs at Sutherland in addition to a thorough review of previously written IEPs by the Principal following a department wide IEP checklist.

Teachers submit weekly instructional plans detailing the events of the day for each classroom.

Recess schedules are created and followed. No more than 2 classrooms allowed on the playground at one time.

All staff wears masks and maintains 6 feet for social distancing while on campus.

Support staff works 1:1 with students outside of the class. Proper PPE is worn at all times.

Cafeteria is closed during COVID restrictions and all students eat in class. The cafeteria is used as a quarantine location if students are found to have a temperature or COVID type symptoms.

Please discuss the school culture at your site. Provide as much information as possible.

Sutherland makes hiring new staff who are positive, hard working, and compassionate a priority.

New staff meet with the Principal and Program Assistant prior to reporting to their new assignment. Schools priorities, values and vision are communicated during this meeting. Each new staff also must observe and perform certain tasks prior to placement in their assigned classroom.

Staff is helpful with each other and the phrase "that's not my job" is never heard. If a classroom needs help it is never a problem finding someone willing to help.

Fun school wide events such as dances, seasonal school events, assemblies and student recognition assemblies are regularly calendared. This contributes to an enjoyable atmosphere for students and staff.

Sutherland has achieved Gold level implementation status for PBIS. This ensures a structure for positive student/staff relationships. PBIS also provides a structure for academic remediation and TIER 3 emotional intervention.

Please provide three goals for the school culture at your site.

1. Calendar certain curriculum activities and assessments to follow.
2. Continued emphasis on instructional strategies, lesson planning and lesson delivery. Implementation of classroom team meetings will be regularly calendared.
3. More frequent home to school communication explore automated phone dialer. Complete new staff and student informational packet.

Please describe your site's physical condition as it relates to the discussion on a safe and orderly environment conducive to learning. Provide as much information as possible.

Storage behind room 4 has been cleaned out and usable items only are stored.

Swings need shade and seat-belts for adaptive swings.

Garden - Has been set up and is used for growing vegetables. Staff with students are assigned to maintain their assigned area.

Train staff of finding the emergency shut-offs.

Daily trash pick-up to keep campus clean.

Weekly yard care tasks are taken care of by Clean Cut Landscaping.

Broken playground equipment was removed and replaced by usable soft flooring material.

Rubber surface in various playground areas have been patched.

Broken bench located in front of the office has been repaired and will be replaced.

Outside lights have been fixed.

Tasks identified by the FIT report have been repaired in order to maintain a new and clean appearance.

The gate on the East side of the office was repaired and now functions properly.

Soft floor on playground area and by swing is peeling again

Please provide three goals for your site's physical condition.

1. Annual FIT Report will be prioritized and monitored to be certain each identified task is repaired in a timely manner.
2. Storage - clean up and organize. Possibly break down older unused equipment.
3. Restore room 5 to a useful sensory room where PT, OT and behavior intervention can occur safely.

## Tactical Response Protocols

Section EC32282(a)(2)(J)

**[SUTHERLAND CENTER]**

Redacted per Ed Code section 32281(f)(1)



# Appendix F

Violet Heintz Education Academy

**FRESNO COUNTY OFFICE OF EDUCATION  
EMERGENCY PROCEDURES  
STANDARD OPERATION PROCEDURE #813**

**Effective 01/13/97**

**Revised 10/9/13**

Initiated by Jeff Becker

Approved by Jan Biggs

The following are procedures that are to be adhered to in the event of an emergency. A copy of each procedure will be posted in a flip chart and placed on all employee bulletin boards.

1. [Emergency Telephone Numbers](#)
2. [Emergency Fire Procedure](#)
3. [Evacuation Procedure](#)
4. [Bomb Threat Call Instructions](#)
5. [Defibrillator Policy](#)
6. [Emergency 1<sup>st</sup> Responder Kits](#)
7. [Emergency Lockdown Procedure](#)
8. [Power Outage Procedure](#)
9. [Earthquake Procedure](#)



## EMERGENCY POLICIES & PROCEDURES

### EMERGENCY TELEPHONE NUMBERS

|                              |                 |
|------------------------------|-----------------|
| <b>EMERGENCY</b>             | <b>DIAL 911</b> |
| <b>Ambulance</b>             | 443-5900        |
| <b>Fresno Fire</b>           | 621-4000        |
| <b>Fresno Police</b>         | 621-7000        |
| <b>Fresno County Sheriff</b> | 488-3939        |
| <b>Poison Control</b>        | 1-800-222-1222  |
| <b>CAL OSHA</b>              | 445-5302        |

### MEDICAL TREATMENT FACILITIES

**Concentra Urgent Care Facilities**  
 7265 N. First Street, Suite 105: 431-8181  
 2555 S. East Ave, Fresno: 499-2400

### EMERGENCY FIRE PROCEDURE

#### **If the fire is in your area:**

1. Activate the fire alarm at the nearest manual pull box station as shown on posted diagram. (Some sites have fully automated fire alarm systems and do not have pull box stations).
2. Call the fire department - **Dial 911**.
3. Use a portable fire extinguisher to fight the fire, if possible.
4. If unable to put out the fire, evacuate the building immediately, closing doors on your way out. Follow the **Evacuation Procedure** listed below.

#### **If the fire is NOT in your area:**

1. Evacuate the building immediately when alarm sounds. Follow the **Evacuation Procedure** listed below.

### EVACUATION PROCEDURE

2. Do not use elevators.
3. Using the front or back stairs (if applicable) and doors, proceed directly to the designated assembly area. Close doors behind you.
4. Be sure to take purses, wallets, or other personal valuables with you, if safe to do so.
5. Do not attempt to reenter the building until instructed.
6. Keep clear of all emergency vehicles and equipment.
7. If unable to descend the stairs, remain in the stairwell until help arrives.
8. Upon evacuating the building, immediately report to your site's designated evacuation coordinator.
9. Remain in the designated assembly area until further instructions are received.

### BOMB THREAT CALL INSTRUCTIONS

1. **TIME:** Note the time the call is received and the time the call terminates.
2. **WHERE:** Ask exactly where the bomb is located.
3. **WHAT:** Ask what the bomb is made of and what type of detonation device it has.
4. **WHEN:** Ask when the bomb is due to explode.
5. **Who:** Ask who is calling or say "I'm sorry, I didn't get your name."
6. Get the attention of someone near you and have them notify the site administrator.
7. Try to determine if the caller is male or female.
8. Listen for an accent, background noise, or other sounds that might provide clues to who is calling and where the call is coming from.
9. When the caller hangs up, immediately write down everything that was said while it is fresh in your mind, and report to the site administrator.

### DEFIBRILLATOR POLICY

- An AED (defibrillator) is to be used on an unconscious person without signs of circulation to increase the immediate chance of survival of the victim.
- The procedure for defibrillation will be attached to each AED and sent to employees annually.
- Following use of the AED, notify the Director of Health Services.
- The AEDs are to be checked monthly by the maintenance staff.



## EMERGENCY POLICIES & PROCEDURES

### AED DEFIBRILLATOR LOCATIONS:

- **Van Ness**
  - 1<sup>st</sup> Floor - by Elevator
  - 2<sup>nd</sup> Floor - Outside room 270
- **Towers Building**
  - 1<sup>st</sup> Floor - Hallway next to 101
  - 3<sup>rd</sup> Floor - by Elevator
  - 4<sup>th</sup> Floor - by Elevator
  - 5<sup>th</sup> Floor - by Elevator
  - 6<sup>th</sup> Floor - by Elevator
  - 7<sup>th</sup> Floor - by Elevator
  - 8<sup>th</sup> Floor - by Elevator
- **Other Locations**
  - Ramacher
  - Sutherland
  - Scout Island
  - Fresno ROP
  - Monte Vista
  - Kermit Koontz Education Complex
  - Channing Court
  - Venture Bay
  - Violet Heintz Education Academy

### EMERGENCY 1<sup>ST</sup> RESPONDER KITS

Emergency 1<sup>st</sup> Responder Kits are provided and maintained by the Facilities & Operations Department at the Downtown site. For other site locations, contact your site administrator.

Kits should only be accessed in case of an emergency. First aid supplies and tools located inside should not be used except in case of an emergency.

### Emergency 1<sup>st</sup> Responder Kit Locations:

- **Van Ness**
  - 1<sup>st</sup> Floor: Room 127
  - 2<sup>nd</sup> Floor: Room 234 & Lunchroom
  - 3<sup>rd</sup> Floor: Room 326
- **Tower's Building**
  - 1<sup>st</sup> Floor: Hallway next to 101
  - 2<sup>nd</sup> Floor: Room 211
  - 3<sup>rd</sup> Floor: Room 316
  - 4<sup>th</sup> Floor: Room 418
  - 5<sup>th</sup> Floor: Room 519
  - 6<sup>th</sup> Floor: Room 617
  - 7<sup>th</sup> Floor: Room 722
  - 8<sup>th</sup> Floor: Room 814
- **Other Locations- See site administrator**

### EMERGENCY LOCKDOWN PROCEDURE

1. Upon an emergency lockdown alert, proceed directly to your designated lockdown area, if safe to do so.
2. If you are unable to access the designated lockdown area, find a safe place to hide and stay quiet.
3. Evaluate your work area and assist employees into the lockdown area.
4. Secure the lockdown area door once everyone is inside.
5. Stay away from doors and windows.
6. Turn off lights.
7. Close window blinds or coverings.
8. Take cover behind something solid, if available.
9. Remain absolutely quiet.
10. Do not use cell phones unless necessary to communicate regarding the incident. Cell phones should be shut off or put on silent.
11. Do not leave the lockdown area until the area has been cleared and you are instructed by authorized personnel.

### POWER OUTAGE PROCEDURE

1. Remain at or return to your duty station.
2. Shut off all equipment.
3. Do not wander around or leave the building.
4. Await instruction.

### EARTHQUAKE PROCEDURE

1. **DROP, COVER, & HOLD ON!** Drop to the floor and take cover under a sturdy desk or table. Cover your head with your arms. Hold on to the table/desk, even if it moves. If a table is not available, be sure to cover your head and keep it protected.
2. After shaking has stopped, locate the Emergency 1<sup>st</sup> Responder Kit in your area.
3. Await further instruction from authorized personnel.

## Violet Heintz Education Academy

### Phone Directory

Please list names in alphabetical order by last name.

| First & Last Name     | Office or Room # | Phone Number | Agency Name<br>(if not FCSS employee) |
|-----------------------|------------------|--------------|---------------------------------------|
| Robin Campbell        | Library          | 443-4213     |                                       |
| Melissa Cantu         | Probation        | 443-4854     | Fresno County Probation               |
| Ron Cruz              | 1                | 443-4210     |                                       |
| Linda Dallos          | 1                | 443-4210     |                                       |
| Terrell Donaldson     | 3                | 443-4179     | CenCal Impact Mentor                  |
| Erika Fernando        | Nurse Office     | 443-3977     |                                       |
| Denise Fink           | 102              | 443-4129     |                                       |
| Emelia Garcia         | 4                | 443-4113     |                                       |
| Esperanza Cruz-Garcia | 6                | 443-4204     |                                       |
| Annabel Guerra        | Office           | 443-4852     |                                       |
| Vanessa Hamilton      | 108              | 443-4190     |                                       |
| Debra Hoskins         | 4                | 443-4113     |                                       |
| Alicia Leon           | 6                | 443-4204     |                                       |
| Bobby Ly              | Probation        | 443-4184     | Fresno County Probation               |
| Manuel Mendiola       | 2                | 443-4194     |                                       |
| Marissa Padilla       | 105              | 443-4192     |                                       |
| Jodi Raicho           | 2                | 443-4194     |                                       |
| Joanna Cruz-Rios      | 101              | 443-4183     |                                       |
| Tracy Saenz           | 103              | 443-4871     |                                       |
| Jose Sanchez          | 113              | 443-4196     |                                       |

| First & Last Name | Office or Room # | Phone Number | Agency Name<br>(if not FCSS employee) |
|-------------------|------------------|--------------|---------------------------------------|
| Lacie Turner      | 110              | 443-3901     |                                       |
| Jimmy Ward        | 106              | 443-4191     |                                       |
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# Emergency Evacuation Map

Redacted per Ed Code section 32281(f)(1)

## **Standardized Emergency Management System (SEMS)**

### **Authorities and References**

School administrators have the responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood, or a terrorism incident. Developing emergency operations plans and training staff in emergency response procedures is required by law. The Katz Act of 1984 [Sections 35295-35297 of the California Education Code] requires that schools plan for earthquakes and other emergencies. The Petris Bill of 1992 [Section 8607 of the California Government Code] requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). This necessitates that the principles of SEMS be incorporated in plans, that all school personnel be trained in how the system works, and that schools have drills and exercises in order to practice using the system. In 2004, pursuant to Homeland Security Presidential Directive Number 5, the federal government adopted a National Incident Management System (NIMS) "to provide a consistent nationwide approach for federal, state, and local governments to work effectively together to prepare for, prevent, respond to and recover from domestic incidents, regardless of cause, size, or complexity." Because NIMS explicitly includes school districts in its definition of "local government," it is clear that schools must comply with both SEMS and NIMS requirements as they plan, train, and respond to emergencies.

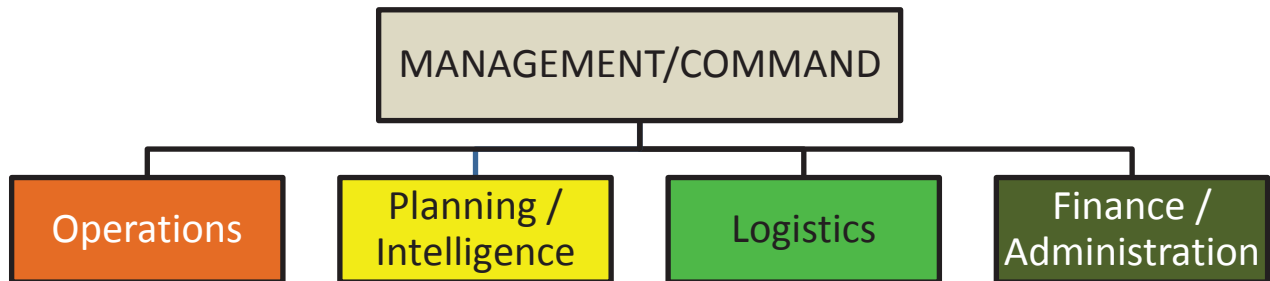
Fortunately, NIMS is based largely on the same management principles embodied by California's SEMS. This means that with but a few minor exceptions, compliance with SEMS will ensure NIMS compliance as well. Therefore, except where otherwise noted, the term SEMS will be used in this document to cover principles and procedures that are common to both California and federal emergency management systems.

### **Emergency Organization Using SEMS**

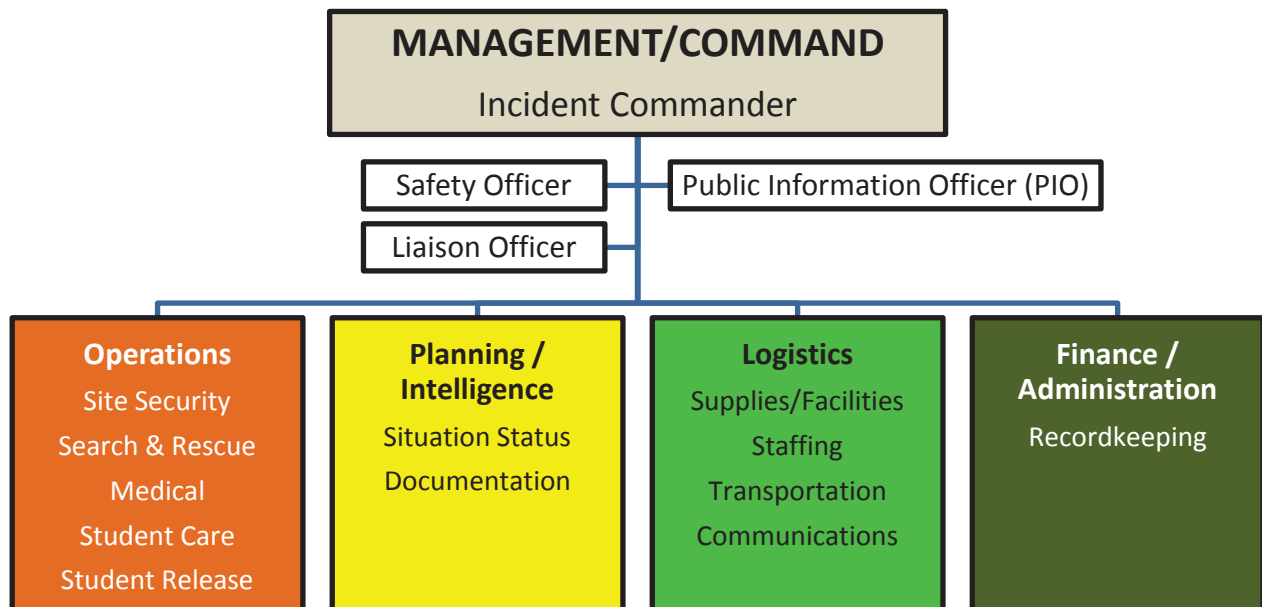
California's SEMS is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: MANAGEMENT/COMMAND; PLANNING/INTELLIGENCE; OPERATIONS; LOGISTICS; AND FINANCE/ADMINISTRATION.

These five functions, together with their sub-functions, entail all the tasks involved in any emergency response. They may be performed by a few people or by many, depending on the size of the emergency and the human resources at hand. These five functions should constitute a basic structure for pre-designated Emergency Management Teams at the school site. Section 3 of this Emergency Operations Plan describes the specific roles and responsibilities of each staff member assigned to the school's Emergency Management Team.

The SEMS emergency organization structure is a modular one that starts at the top and can expand to address the needs of the situation, as need and available personnel increase or decrease. For example, a small school may have one person perform more than one function. A medium sized school may have one person per function, and a large school may need to have more than one person for some functions. The structure can expand and contract, as necessary and based on available personnel. The specific organizational structure established for any given incident will be based on the management needs of the incident and the resources available to the school.



Each one of the five functions has certain roles and responsibilities during a disaster or school emergency. The Management function oversees response activities in consultation with the coordinators of the Operations, Planning / Intelligence, Logistics and Finance / Administration Sections. Each of these Sections, in turn, has a team or teams tasked with implementing very specific components of the school emergency response plan. These teams and their affiliate sections are outlined in the chart, below.





## **Guidelines for Staffing SEMS Positions in FCOE**

Staffing Emergency management teams should be planned for in light of the specific circumstances and capabilities of the individual school sites. A school can tailor the exact arrangement of components to itself, as long as the five functions are covered somehow.

The organizational flexibility of SEMS is based on three principles:

1. Only those functional elements that are required to meet the current objectives of a specific incident need to be activated. For example, not every incident may require Search and Rescue teams.
2. All elements of the organization can be arranged in various ways within or under the five essential SEMS functions. For example, a single person may be designated to fill more than one function.
3. The duties of any non-activated element of the organization will be the responsibility of the next highest element in the organization. For example, the Incident Commander is responsible for the duties of ALL five functions until staff are assigned and available.

Bearing these principles in mind, the following guidelines are offered for staffing the five primary SEMS functions at your school.

### **Management**

This function is typically staffed by the school Principal/Administrator/designee, as the Incident Commander. In the absence of the Principal, the Incident Commander role can be filled by an Assistant Principal, Secretary, Librarian, or any trained administrator designated in the chain of command.

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. The Incident Commander may be assisted in carrying out the management function by a Public Information Officer, Safety Coordinator, and Agency Liaison (unless Incident Commander decides to also fill one or more of these roles).

### **Operations**

This function is typically staffed by facilities/maintenance staff, instructional staff, and/or nurses.

Under SEMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, student care, search and rescue, site

security, damage assessment, evacuations, and the release of students to parents. In this Plan, these activities are performed by the following teams, under the direct supervision of the Incident Commander, unless an Operations Section Chief is assigned: “Medical,” “Site Security,” “Search and Rescue,” “Student Care,” and “Student Release.”

### **Planning / Intelligence**

This function is typically staffed by instructional or administrative staff, including librarians, computer center managers, or teacher’ aides.

During an emergency, the SEMS Planning function involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This knowledge and understanding about the situation at hand is vital to the effective management of a response. Under SEMS, this function is supported by two staff members, one involved with “Documentation” and the other with “Situation Analysis.” Both of these positions, if assigned at the discretion of the Principal/designee, will report directly to the Incident Commander unless a Planning Section Chief is assigned.

### **Logistics**

This function is typically staffed by facilities, instructional, or administrative staff.

The Logistics function of SEMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. In this Plan, these activities are performed by staff members or units designated as “Supplies and Facilities,” “Staffing,” and “Communications.” They report directly to the Incident Commander unless a Logistics Section Chief is assigned.

### **Finance/Administration**

This function is typically staffed by administrative or clerical staff.

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. In this Plan, these activities may be performed by a “Documentation” position which reports directly to the Incident Commander unless a Finance/Administration Section Chief is assigned.

### **The Incident Command Post**

The Incident Command Post (ICP) is the school’s incident “headquarters,” a location where the primary coordination and management functions are executed. The most important

consideration is that the ICP have enough space for the Incident Command staff and four Section Chiefs to set up and proceed with emergency response coordination. This requires a working communications system (if available), tables and chairs to work from, good lighting, writing supplies, and display areas (for maps, plans, assignments, etc.).

Possible locations for the ICP include the school office, gymnasium, cafeteria, or yard area. It may be desirable to locate the ICP such that the full emergency assembly area is in view, while maintaining adequate separation from students, evacuation assembly areas, medical treatment areas, and student release areas. Each school should pre-designate a primary and alternate ICP.

### **The Incident Action Plan**

The Incident Action Plan (IAP) is a simple plan to provide all supervisory personnel with direction for actions during a specified operational period (usually 12 or 24 hours). The IAP is developed by the Incident Commander and/or the Planning Section Chief, with input from management staff and the Section Chiefs. The IAP should define the strategic objectives reflecting the overall incident response strategy, and then lay out specific actions needed to attain each strategic objective. The actions should be more specific than the objectives and, like lesson plans, they should be clear and measurable. The IAP should designate the resources, personnel, and support required to achieve the actions within the specified time frame.

There is no single way to write an IAP, but it may help to follow the Incident Action Plan Template provided at the end of this section. But remember, forms are provided to assist you, not to confuse you. Elements that may be included in the IAP include:

- **Overall Strategic Objectives** – These should be limited in number, generally not more than four or five per operational period.
- **Designate Date and Operational Period** – Each IAP covers a specific time frame, usually 12 or 24 hours. They must be dated and kept for documentation.
- **Organization** – Describe what positions of the Standardized Emergency Management System will be staffed in the next operational period.
- **Actions and Assignments** – A concise description of the actions to be achieved, and the names of the individuals who will be assigned to each.
- **Supporting Materials** – Examples: a map of the school and/or incident, a communications plan (cell phone numbers, radio frequencies, etc.), a medical plan, a traffic plan, list of special precautions.

### **Activation of the Emergency Operations Plan**

A basic principle of SEMS is that every emergency incident requires a person in charge. In SEMS terminology, this person is called the INCIDENT COMMANDER. At all times there must be a staff person designated to fill this role, even if it is the only role assigned. At the school level, this position is typically filled by the School Administrator (most often the Principal or designee) until such time that the fire department, police, or other responding agencies arrive on campus.

Until such help arrives, and unless the Incident Commander delegates some emergency response duties to others, the Incident Commander is responsible for ALL tasks necessitated by the emergency, including management, operations, planning, logistics, and finance/administration.

The Incident Commander or designee has the sole authority to activate the school's Emergency Operations Plan, including mobilization of the School Emergency Management Team and establishment of an Incident Command Post. There are several circumstances under which s/he may decide to do so:

1. Professional emergency responders are unavailable (e.g., in a major disaster where all emergency personnel are committed elsewhere, schools may be "on their own" for hours, or even days).
2. Professional emergency responders need additional help (e.g., with search and rescue, student care, dealing with parents, etc.).
3. To prepare and plan for an anticipated emergency (e.g., a pandemic).
4. To prepare for a major planned non-emergency activity (e.g., community events, multiagency drills or exercises, etc.).

### **Mutual Aid Process**

SEMS is a standard organizational model that is used at every level of government in the State of California. Within SEMS there are five organizational levels:

- 1) State level
- 2) Regional level
- 3) The Operational Area (Fresno County)
- 4) Local Government (cities and towns)
- 5) Field Level (school sites)

This model is based on a "mutual aid system" that is designed to ensure that adequate resources, facilities, and other support are provided to jurisdictions whenever their own resources prove to be inadequate to cope with a given situation. In SEMS, all activity is generated from the bottom up. At each level there is the expectation that all resources available at this level will be utilized before requesting resources from the next level up.

A school site is defined as the "field level." This is the level at which staff actually work with the injured, the building damage, the search and rescue, and all other activities directly related to the results of the emergency. When schools are impacted by an emergency or disaster, each affected school site establishes an ICP to develop and direct a coordinated emergency response. As school ICP staff identify needs for additional resources (personnel, equipment, supplies, etc.) they forward resource requests to a Schools' Branch Director in an Emergency Operations Center (EOC) at the next highest organizational level.

In Fresno County, the specific EOC contacted varies by geographic location of the affected school site. Schools located within incorporated cities or towns contact the local City or Town EOC. Schools located within unincorporated areas of the county contact the Fresno EOC.

### **Unified Command**

The control and response to campus emergencies is the sole responsibility of the School Emergency Management Team until professional emergency responders arrive. Once they arrive on campus, incident command transitions to “Unified Command.” Unified Command is a cooperative effort that allows all agencies with responsibility for the incident (e.g., school, fire, police etc.) to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.

The transition to Unified Command is initially facilitated by an on-site briefing of first responders by the school’s Incident Commander and Emergency Management Team. Following the initial briefing the school’s Incident Commander will work closely with representatives of each responding agency to plan and carry out response activities. This means that professional emergency responders will be coordinating emergency response activities in consultation with the School Emergency Management Team unless the school’s Incident Commander deems it too dangerous or unsafe for the School Emergency Management Teams to continue to participate.

Remember, first responders are professionals. Work with them and take your cues from them.

## Incident Action Plan Template

### **The following pages provide a template of preparing an Incident Action Plan (IAP)**

The IAP should be a simple plan to provide all supervisory personnel with direction for actions during a specified operational period (usually 12 or 24 hours). The IAP is developed by the Incident Commander and/or the Planning Section Chief, with input from management staff and the Section Chiefs. The IAP should define the strategic objectives reflecting the overall incident response strategy, and then lay out specific actions needed to attain each strategic objective. The actions should be more specific than the objectives, and like lesson plans, they should be clear and measurable. The IAP should designate the resources, personnel, and support required to achieve the actions within the specified time frame.



|  |  |                                    |   |
|--|--|------------------------------------|---|
| <b>INCIDENT ACTION PLAN</b>  |  | School/Site:                       |   |
| <b>FOR OPERATIONAL PERIOD:</b><br><b>FROM:</b> Date: _____ <b>To:</b> Date: _____<br>Time: _____ Time: _____ |  |                                    | <b>PREPARED ON:</b><br>Date: _____<br>Time: _____ |
| <b>MANAGEMENT STAFF</b>  |  | <b>OPERATIONS SECTION</b>          |   |
| Incident Commander:  |  | Operations Section Chief:          |   |
| Public Information Officer:  |  | Site Security Team Leader:         |   |
| Liaison Officer:   |  | Search & Rescue Team Leader:       |   |
| Safety Officer:  |  | Medical Team Leader:               |   |
|  |  | Student Care Team Leader:          |   |
|  |  | Student Release Team Leader:       |   |
|  |  |                                    |   |
| <b>PLANNING SECTION</b>  |  | <b>LOGISTICS SECTION</b>           |   |
| Planning Section Chief:  |  | Logistics Section Chief:           |   |
| Situation Analysis Unit:   |  | Supplies/Facilities Unit:          |   |
| Documentation Unit:  |  | Staffing Unit:                     |   |
|  |  | Communications Unit:               |   |
|  |  | Transportation Unit:               |   |
|  |  |                                    |   |
| <b>AGENCY REPRESENTATIVES</b>  |  | <b>FINANCE &amp; ADMIN SECTION</b> |   |
|  |  | Finance Section Chief:             |   |
|  |  | Recordkeeping Unit:                |   |
|  |  |                                    |   |
|  |  |                                    |   |
| <b>Approved by:</b>  |  | <b>Prepared by:</b>                |   |
| <input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this sheet.            |  |                                    |   |



|   |                  |                            |
|---|------------------|----------------------------|
| <b>SECTION TASKS</b>                    | School/Site:     |                            |
| <b>FOR OPERATIONAL PERIOD:</b>          |                  | <b>PREPARED ON:</b>        |
| <b>FROM:</b> Date:                      | <b>To:</b> Date: | Date:                      |
| Time:                                   | Time:            | Time:                      |
| <b>MANAGEMENT SECTION</b>               |                  | <b>PERSON ASSIGNED TO:</b> |
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| <b>PUBLIC INFORMATION OFFICER STAFF</b> |                  | <b>PERSON ASSIGNED TO:</b> |
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| <b>OPERATIONS SECTION</b>               |                  | <b>PERSON ASSIGNED TO:</b> |
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| <b>SECTION TASKS (Cont.)</b> | School/Site: |
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| <b>PLANNING SECTION</b> | <b>PERSON ASSIGNED TO:</b> |
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| <b>LOGISTICS SECTION</b> | <b>PERSON ASSIGNED TO:</b> |
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| <b>FINANCE SECTION</b> | <b>PERSON ASSIGNED TO:</b> |
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**ACTION PLAN OBJECTIVES FOR TOMORROW (OR NEXT OPERATIONAL PERIOD)**

*To be determined by Incident Commander in consultation with Section Chiefs.*

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**SCHEDULED BRIEFINGS (Incident Commander/PLANS CHIEF/PIO)**

| Briefing Type | Frequency | Time | Location | Briefer |
|---------------|-----------|------|----------|---------|
|               |           |      |          |         |
|               |           |      |          |         |
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|               |           |      |          |         |

**SCHEDULED MEETINGS (Incident Commander/PLANS CHIEF/PIO)**

| Meeting Type | Frequency | Time | Location | Facilitator |
|--------------|-----------|------|----------|-------------|
|              |           |      |          |             |
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| LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER) |      |          |                |
|---|------|----------|----------------|
| ORGANIZATION/AGENCY   | NAME | LOCATION | CONTACT NUMBER |
|   |      |          |                |
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**DISTRIBUTION:**

- All Management Section Staff
- All Section Chiefs
- All Team Leaders
- Documentation Unit
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS), and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Program Manager may serve as both Incident Commander and Operations Officer, etc.

In the event of an emergency situation, the Safe School Leadership Team should report to a designated location to oversee and provide directions. The Program Manager and/or designee(s) in charge is to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Assistant Superintendent. Safe School Leadership Team is listed below.

### Safe School Leadership Team

|                          | Position Title                | Name             | Work Phone                               | Mobile Phone |
|--------------------------|-------------------------------|------------------|--|--------------|
| Management / Command     | Principal                     | Tracy Saenz      | Redacted per Ed Code section 32281(f)(1) |              |
|                          | Security                      | Charles Martinez |  |              |
| Operations               | Custodian                     | Jose Sanchez     |  |              |
|                          | Bilingual Office Assistant    | Annabel Guerra   |  |              |
|                          | Teacher on Special Assignment | Robin Campbell   |  |              |
| Planning / Intelligence  | Guidance Learning Specialist  | Denise Fink      |  |              |
|                          | School Psychologist           | Vanessa Hamilton |  |              |
| Logistics                | Probation                     | Melissa Cantu    |  |              |
|                          | School Psychologist           | Joanna Cruz Rios |  |              |
| Finance / Administration | Principal                     | Tracy Saenz      |  |              |
|                          |                               |                  |  |              |
| Other                    |                               |                  |  |              |
|                          |                               |                  |  |              |
|                          |                               |                  |  |              |
|                          |                               |                  |  |              |

Violet Heintz Education Academy

School Site

Redacted per Ed Code section 32281(f)(1)

Primary ICP Location

Redacted per Ed Code section 32281(f)(1)

Secondary ICP Location

## Reunification Plan Instructions

School Site Violet Heintz Education Academy

Reunification Location (must be able to accommodate all parents) Front Patio and Front Office

- Assign responsibilities to staff according to the Reunification Team chart on the next page.
- Select an appropriate location (per safety plan or other location that may be more appropriate given size of school). Consider entry, exit and ability to hold a significant number of people (e.g., multiple stations).
- Ensure that you have all of the appropriate documentation such as student sign-out sheets, emergency cards, reunification forms, as well as office supplies such as pens available.
- Post signs on tables to facilitate communications.
- Set up a photocopier (with power), telephone (or cell phones), a laptop and printer.
- Set up registration area with appropriate tables and signs:
  - a) One table for registration desk.
  - b) One table for reunification team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom).
  - c) One table for reunification team #2 (problem solving team).
  - d) Set up a few tables where parents will line up so that they can fill out forms while waiting. Place student release forms and pens on these tables.
  - e) One table at location where students will meet their parent(s).
- Have interpreters available as-needed.

## Reunification Team

Please fill in your reunification team members in the chart below assigning an emergency task from the letters (a - e) in the instructions. It is important to fill in this information in advance and review it periodically for staff members who have left the site. Please list one alternate for each staff member. Please ensure the team lead is a strong member of your management team.

| Staff Member / Title                      | Alternate / Title                            | Emergency Task              |
|---|--|-----------------------------|
| Tracy Saenz/Principal                     | Robin Campbell/Teacher on Special Assignment | Oversee operations          |
| Jose Sanchez/Custodian                    | Oversee operations                           | Set up tables for forms     |
| Annabel Guerra/Bilingual Office Assistant | Vanessa Hamilton/School Psychologist         | Oversee calls/registratio   |
| Denise Fink/Guidance Learning Speicalist  | Esperanza Garcia-Lopez/Teacher               | Match students to guardians |
| DPO Melissa Cantu/Probation               | Charles Martinez/Security                    | Control enterance and exits |
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Jim A. Kovino  
Superintendent



## Reunification Form

Student Name \_\_\_\_\_

Student Grade \_\_\_\_\_ Student Cell Phone Number \_\_\_\_\_

Name of Person Picking Up Student \_\_\_\_\_

Phone Number of Person Picking Up Student \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

### STAFF USE ONLY

**Initials**

\_\_\_\_\_

Photo identification matches name of person picking up student.

\_\_\_\_\_

Person picking up student is listed on the emergency card.

## Reunification Form

Student Name \_\_\_\_\_

Student Grade \_\_\_\_\_ Student Cell Phone Number \_\_\_\_\_

Name of Person Picking Up Student \_\_\_\_\_

Phone Number of Person Picking Up Student \_\_\_\_\_

Relationship to Student \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

### STAFF USE ONLY

**Initials**

\_\_\_\_\_

Photo identification matches name of person picking up student.

\_\_\_\_\_

Person picking up student is listed on the emergency card.



## Plan Exercise Checklist

All staff shall be trained on the comprehensive school safety plan. (EC32280)

| Date | Time | Program Manager / Designee Signature |
|------|------|--------------------------------------|
|      |      |                                      |

Earthquake drills shall be administered at least once each school quarter in elementary schools and at least once each school semester in secondary schools. (EC32282(a)(B)(i)(II))

| Date | Time | Program Manager / Designee Signature |
|------|------|--------------------------------------|
|      |      |                                      |
|      |      |                                      |
|      |      |                                      |

Fire drills shall be administered at least once a month in elementary schools, at least four times each school year in intermediate schools, and not less than twice every school year in secondary schools. (EC32001)

| Month     | Date | Time | Program Manager / Designee Signature |
|-----------|------|------|--------------------------------------|
| June      |      |      |                                      |
| July      |      |      |                                      |
| August    |      |      |                                      |
| September |      |      |                                      |
| October   |      |      |                                      |
| November  |      |      |                                      |
| December  |      |      |                                      |
| January   |      |      |                                      |
| February  |      |      |                                      |
| March     |      |      |                                      |
| April     |      |      |                                      |
| May       |      |      |                                      |

Lockdown drills shall be administered at least once each school quarter.

| Time of Day         | Date | Time | Program Manager / Designee Signature |
|---------------------|------|------|--------------------------------------|
| Before/After School |      |      |                                      |
| Lunch               |      |      |                                      |
| Instructional Time  |      |      |                                      |

## Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School

Section EC32282(a)(2)(G)

### Violet Heintz Education Academy

#### I. Pupils / Parents / Visitors

Please define the procedures for the daily ingress/egress of pupils, parents, and visitors. These include, but are not limited to, procedures for buses, drop-off/loading, and visitor check-in. Attach maps and additional pages as necessary.

##### INGRESS

All students enter the security line outside of VHEA School Office. Students are screened by a walk through metal detector or a hand held metal detector.

Bus-riding students exit the FAX bus at the bus stop and enter the VHEA gate.

During morning hours, students enter the common breakfast/PE area on the west side of campus. During afternoon hours, students enter the school office for direction to their appropriate location.

Parents/Visitors enter the office and check in for directions to speak with or visit the appropriate area or person on campus.

##### EGRESS

Bus-riding students receive tokens from staff and exit from the west doors of the campus building and proceed to the Yale Avenue gate to the appropriate FAX bus stop.

Non bus-riding students exist from the west doors of the campus building and proceed to the Yale Avenue gate to walk home or enter their method of transportation. Parents/Visitors exit from the school office and depart VHEA through the Yale Avenue gate.

#### II. Staff

Please define the procedures for the daily ingress/egress of staff. Attach maps and additional pages as necessary.

##### INGRESS

All VHEA staff and collaborative personnel enter campus through the Yale Avenue gate and park in the staff/visitor parking lot. All staff and personnel enter the school office to sign in, then proceed to their designated duty area.

##### EGRESS

All VHEA staff and collaborative personnel sign out at the school office and exit to the staff/visitor parking lot, departing campus through the Yale Avenue gate.

## Site-Specific Discipline Rules/Policies

Section EC32282(a)(2)(I)

### Violet Heintz Education Academy

Please list any discipline rules/policies that are specific to your site. Attach additional pages as necessary.

#### VHEA DISCIPLINE POLICY AND PROCEDURE

##### Student Misbehaves - Redirect 1

Staff member corrects student respectfully and verbally explains what they did wrong, which rule he/she broke referencing the Classroom Rules/Expectations Charts.

##### Student Continues Behavior - Redirect 2

Designated staff will counsel with student to help them understand the problem, re-focus, and be able to return the student back to class.

##### Student Continues Behavior - Redirect 3

Staff member completes Behavior Intervention Form (BIF) \* and sends it along with student to Guidance Learning Specialist (GLS) or administration to investigate and counsel with the student. Student may also be assigned to write an apology letter, a research project, counseling with School Psychologist, Check in Check out (CICO), talk with designated staff or meet with Probation. Student may lose snack bar privileges. If offense is serious, or behavior has happened in more than one class, Administration or GLS can assign a Disciplinary Step.

When staff assigns a disciplinary action, the GLS or administration will call parents informing them of the students behavior and reminding them of the discipline process. In addition, if the student is suspended staff will call a student's parents and inform them of the action at that time.

Once a student has received Four Steps or Major BIFs, Administration, GLS or School Psychologist will schedule a parent meeting.

If the classroom behavior is possession of weapons, threatening a teacher, staff member or another student, gang related behavior; fighting, possession or sale of drugs or alcohol, the previous procedure may be bypassed. The staff member will complete a BIF and student will be sent to GLS or administration for investigation.

## Site's Discussion on Safe and Orderly Environment Conducive to Learning

Section EC32282 (a)(2)(H)

### Violet Heintz Education Academy

Please explain your site's policy on a safe and orderly environment conducive to learning. Provide as much information as possible.

Following a best practice model, the programs at VHEA are intended to help students develop more positive attitudes about their lives and their education, become more engaged in school activities, and reduce the number of drop-outs and truant students. The low student to staff ratio allows every staff member to work individually with their students modifying instructional strategies to meet their needs.

VHEA staff and collaborative personnel strongly believe that the School Wide Positive Behavior Intervention System (SWPBIS) is integral to the educational program. PBIS provides increasing rewards and responsibilities for students as they progress to higher levels of self-control, with the goal of increasing student awareness and self-control of their behavior.

Rules and regulations are established to maintain a positive climate. Education is a cooperative endeavor; students and staff work together to create an atmosphere that is safe, supportive, and conducive to learning.

In order to further support students in meeting their responsibilities to come to class on time prepared to work and learn, follow directions given by teachers and staff, and respect the rights and property of others, VHEA staff and collaborative personnel have established an intervention program aligned with PBIS, Trauma Informed Care and Restorative Justice.

Please discuss the school culture at your site. Provide as much information as possible.

VHEA's mission is to assess students' educational needs; provide educational opportunities for all students in developing positive self-esteem, academic skills, practical life skills, and social skills; provide relevant career and technical education; and assist students in completing their high school education, and/or transitioning to other appropriate educational programs.

As such, the school culture is focused upon promoting student growth in their individual behavioral and academic needs. In addition to teachers, paraprofessionals and school administration, VHEA provides mentors, a school psychologist, mental health clinicians, substance abuse counseling, truancy prevention, and staff training in PBIS, Restorative Justice and more.

Students with success in meeting their academic, attendance and behavioral goals participate in events on and off-campus, including field trips to vocational and educational locations of interest.

Please provide three goals for the school culture at your site.

1. Reduce student chronic absenteeism, misbehavior and suspension rates, as noted in AERIES

2. Increase the amount of credits earned per learning period and increase graduation rate.

3. Improve school climate at VHEA with Positive Behavior Intervention Strategies (PBIS), Restorative Practice (Mentoring Class), and other services that will improve behavior, attendance, health, and academics.

Please describe your site's physical condition as it relates to the discussion on a safe and orderly environment conducive to learning. Provide as much information as possible.

VHEA provides a safe environment for student learning. School facilities are well maintained and provide sufficient space for students and staff to support teaching and learning. The Fresno County Superintendent of Schools' Facilities Department continuously monitors the school to ensure that classrooms and facilities are well maintained and support a safe learning environment before, during, and after school.

As demonstrated in the annual FIT Report, VHEA's physical condition is 'good' in all respects.

All classrooms, hallways, offices, multi-purpose rooms and others are in possession of working lights, doors and windows.

All room sizes are sufficient for their respective purposes, allowing for comfortable learning environments and work areas.

Restrooms are properly maintained and in sufficient number to allow staff and students to utilize their services. Time is allowed for hand hygiene and facilities are provided for hand washing or sanitizing

FCSS Facilities staff are present on site for maintenance and cleaning purposes. There is routine cleaning of frequently touched surfaces.

Please provide three goals for your site's physical condition.

1. Maintain facilities in excellent condition.

2. Students and staff, with support from Facilities personnel, maintain cleanliness and report areas of additional need to site administration.

3. Administration report areas of increased need, repair, or attention to FCSS Facilities department.



## **Tactical Response Protocols**

Section EC32282(a)(2)(J)

### **Violet Heintz Education Academy**

Redacted per Ed Code section 32281(f)(1)