Comprehensive School Safety Plans

2025-2026

Superintendent of Schools

Dr. Michele Cantwell-Copher

M. Copher _____   **2/21/25**
Signature   Date

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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 Including Adaptations for Students With Disabilities (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))*
- Procedure to Assess and Respond to Threats of Dangerous, Violent, or Unlawful Activity (EC32282(a)(2)(L))
- Protocol for Opioid Overdose (EC32282(a)(2)(N))
- Bullying Policies (EC32282(e))
- 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.

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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 may 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.

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Adopted: 08/16/2012
Amended: 11/17/2016, 09/15/2022

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, March 2017
Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011

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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/ls/ss
California Governor's Office of Emergency Services: https://www.caloes.ca.gov/
California Healthy Kids Survey: https://calschls.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: https://www.aaets.org/a-practical-guide-for-crisis-response-in-our-schools-sixth-edition
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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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 11164-11174.3.

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, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973.

   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 for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions.

11.   Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

12.   For schools that serve students in any of grades 7-12, a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose.

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, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence.

4.   Parent/guardian 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.   Annual notification to parents/guardians related to the safe storage of firearms

6.   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.

7.   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.

8.   County Superintendent and County Board policies related to possession of firearms and ammunition on school grounds.

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9. Measures to prevent or minimize the influence of gangs on campus.

10. 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.

11. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus.

12. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

    a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement.

    b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.

    c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity.

13. Strategies for suicide prevention and intervention.

14. 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.

15. 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.

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       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.

16.   Training on assessment and reporting potential threats, violence prevention, and intervention techniques, including training on preparation to implement the elements of the safety plan.

17.   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.

The County Superintendent or designee shall provide data to the California Department of Education pertaining to lockdown or multi-option response drills conducted at County Superintendent schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Adopted: 08/16/2012
Amended: 11/17/2016, 09/15/2022, 12/12/2023, 11/21/2024

0450, 03/2024; Doc# 4857-7591-4390

Section 1 Contents

Current Status of School Crime

Current Status of School Crime

Ed. Code, § 32282, subd.(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

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 may include age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches 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 may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect.   (Education Code 33133.5)

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)

County Superintendent employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

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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, 04/20/2023

LEGAL REFERENCE

Education Code
32280-32289   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

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<u>Websites</u>
California Attorney General's Office, Suspected Child Abuse Report Form: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?
California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss/ap
California Department of Social Services, Children and Family Services Division: https://cdss.ca.gov/inforesources/guides
U.S. Department of Health and Human Services, Child Welfare Information Gateway: childwelfare.gov

5141.4, 06/2021; Doc# 123056-2

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Students
CHILD ABUSE PREVENTION AND REPORTING

<u>Definitions</u>

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, for purposes of self-defense, 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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licensees, 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 a professional capacity or within the scope of employment, the mandated reporter 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 11165.9, 11166.05, 11167)

Any County Superintendent employee who reasonably believes to have 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 the person knows or reasonably suspects has been a victim of child abuse or neglect

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may report the known or suspected instance of child abuse or neglect to the appropriate agency.   (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as 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 (BCIA 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 the mandated reporter.   (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

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to a report made for serious emotional damage pursuant to Penal Code 11166.05.   (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a 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, or within the first six weeks of employment if hired during the school year, the County Superintendent or designee shall provide training on mandated reporting requirements to County Superintendent 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 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

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being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student.   (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 lead site administrator or designee shall inform the person 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 the child 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 using the procedures described above for mandated reporters.

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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 3200-3205.

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 the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such 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 the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person 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, the mandated reporter 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 the employee 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, 04/20/2023

5141.4, 06/2021; Doc# 123055-2

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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

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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 student. (Education Code §49001)

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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.

<u>MANDATED REPORTERS AND THEIR RESPONSIBILITIES FOR REPORTING</u>

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

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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 PROCEDURES

1. 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.

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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 SOP.

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.

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Reporting the information to an employer, supervisor, program manager, school counselor, co-worker, or other person <u>shall not</u> 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)

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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

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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.

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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

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

FRESNO COUNTY LAW ENFORCEMENT DEPARTMENTS

CLOVIS POLICE **(559) 324-2800** 1233 5th St, Clovis 93612	**FRESNO CITY POLICE** **(559) 621-7000** 2323 Mariposa St, Fresno 93721	**PARLIER POLICE** **(559) 646-6600** 8770 S Mendocino Ave, Parlier 93648
COALINGA POLICE **(559) 935-2313** 270 N 6th St, Coalinga 93210	**HURON POLICE** **(559) 945-2046** 17051 12 St, Huron 93234	**REEDLEY POLICE** **(559) 637-4250** 843 G St, Reedley 93654
FIREBAUGH POLICE **(559) 659-3051** 1575 11th St, Firebaugh 93622	**KERMAN POLICE** **(559) 846-6633** 850 S Madera Ave, Kerman 93630	**SANGER POLICE** **(559) 875-8521** 1700 7th St, Sanger 93657
FOWLER POLICE **(559) 834-2112** 128 S 5th St, Fowler 93625	**KINGSBURG POLICE** **(559) 897-4418** 1300 California St, Kingsburg 93631	**SELMA POLICE** **(559) 896-2525** 1935 E Front St, Selma 93662
FRESNO COUNTY SHERIFF **(559) 600-3111** 2200 Fresno St, Fresno 93724	**ORANGE COVE POLICE** **(559) 626-5106** 550 Center St, Orange Cove 93646	*24 hours a day* *7 days a week* *365 days a year*

OTHER SERVICE AGENCIES

ADULT MENTAL HEALTH SERVICES **FRESNO COUNTY DEPT OF BEHAVIORAL HEALTH** Outpatient/Intensive Services/Substance Abuse/Et al. **CRISIS (800) 654-3937** **PHONE (559) 600-9180** 4441 E Kings Canyon, Fresno 93702	**CHILDREN'S MENTAL HEALTH SERVICES** **FRESNO COUNTY DEPT OF BEHAVIORAL HEALTH** Outpatient/CCAIR/EDT/IOP/Et al. **CRISIS (559) 600-6760** **RURAL (800) 654-3937** 3133 N Millbrook Ave, Fresno 93703

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DOMESTIC VIOLENCE SERVICE **MARJAREE MASON CENTER** **(800) 640-0333 – 24 hour crisis line** **FRESNO – (559) 233-4357** **REEDLEY – (559) 638-0494** 1600 M St, Fresno 93721	**RAPE COUNSELINGSERVICES CARMEN MEZA CENTER** **HOTLINE: (559) 222-7273 24 hour crisis line** **FRESNO – (559) 497-2900** 259 N Blackstone, Fresno 93701 **FIREBAUGH – (559) 659-0232** 838 O St, Firebaugh 93622
CRIME VICTIMS ASSISTANCE CENTER **(559) 600-2822** 2233 Kern St, Fresno 93721	

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

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:

SIP #7000-006 – 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 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).

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 or scan the QR code with any mobile device.

Earthquake Preparedness Guide for Seniors, People with Disabilities, and Others with Access and Functional Needs (AFN)

Seniors, People with Disabilities, and others with Access and Functional Needs (AFN) may have additional needs before, during and after an earthquake.

Questions to consider:
- What can you do independently and where may you need assistance?
- Will your regular sources of assistance be available after a disaster?
- 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 needs?

This guide follows the Seven Steps to Earthquake Safety (**EarthquakeCountry.org/sevensteps**) with content adapted for Seniors, People with Disabilities and AFN, as well as their caregivers.

Additional resources, including this guide, are at **EarthquakeCountry.org/disability**.

STEP 1 – SECURE YOUR SPACE
EarthquakeCountry.org/step1

Secure your space by identifying hazards and securing moveable items.

Earthquake shaking can move almost anything, even large or heavy items. Safe spaces are places where heavy or falling objects and breaking glass will not injure you, such as under tables or desks along inside walls. When you enter a room, look for safe spaces to protect yourself and identify emergency exits.

The more limitations you have, the more important it is to create safe spaces - especially if you cannot "Drop, Cover, and Hold On" under a desk or table. To create safe spaces in your home or office:

- Secure essential equipment such as oxygen tanks or other life support devices
- Secure furniture and electronics to wall studs
- Move heavy items to low shelves
- Hang mirrors and pictures with closed hooks
- Consider how to keep exit routes clear

STEP 2 – PLAN TO BE SAFE

EarthquakeCountry.org/step2

Plan to be safe by creating a disaster plan and decide how you will communicate in an emergency. Develop a Personal Support Team (PST) as part of your plan.

Develop a Personal Support Team

A Personal Support Team (PST) is made up of at least three people at home, work, and every place where you spend a lot of time who can assist you immediately. This may be family, neighbors, friends, or co-workers. PST members need to know how to enter your home in case you cannot answer the door. The PST should know your general schedule, how best to assist you, and how to operate any equipment. PST members should also have developed their individual preparedness plan.

Additional Considerations

- Identify an out of area contact. Make sure the PST has this contact's information
- Label all adaptive equipment with your current contact information and out of area contact
- Have an evacuation plan that includes your transportation needs
- Identify a meeting place just outside your home and a secondary meeting place outside the neighborhood
- Make a care plan for your pets and service animals
  - Only service animals are allowed in shelters. Check with your local animal control or SPCA about pet sheltering in a disaster
- Sign up for alert systems in your region to received calls, text messages, or emails directly
- Identify trusted sources of information on social media, such as local government agencies and offices of emergency services

STEP 3 – ORGANIZE DISASTER SUPPLIES

EarthquakeCountry.org/step3

Organize disaster supplies in your home, workplace, and car depending on your needs in each location.

General Supplies

- Food (consider your specific dietary needs)
- Water
- Emergency contact information
- MSHA approved (spark free) flashlight with extra batteries
- Radio with extra batteries. Consider getting a NOAA weather radio too
- Cash (small denominations: $1, $5, $10 bills. ATMs may not function)

General Supplies (continued)

- Set of clothes, appropriate for the season
- Heavy gloves (suitable to clean debris and chemicals)
- First Aid Kit
- Face mask to protect from dust and debris
- Copy of photo ID/driver's license and utility bill

Supplies Specific to AFN:

- Medications (both prescription and over-the-counter medications) and medical supplies
- Medical information and medication list
- Copy of prescriptions
- Communication supplies
- Supplies for your specific needs such as:
  - Hearing aid batteries
  - Eye glasses
  - Walking stick
  - Oxygen or nebulizer supplies
  - Blood glucose tester
  - Special equipment for hygiene and catheter supplies
  - Feeding equipment
  - Hygiene Supplies
- Soothers/calming items

Attach a bag to your bedpost or bed frame with a flashlight (with batteries), sturdy close-toed shoes, heavy gloves, a whistle or noise maker, and an emergency information list. Survival whistles that do not rely on cork inserts/beads last longer and may be easier for those with limited energy or breathing-related disabilities.

Service animal/pet owners need to make a kit containing supplies for these animals. Have your animal chipped and include photos of you with your animal to assist with reuniting if you are separated, For more information about pet/service animal preparedness see **CCADT.org/emergency-kits-for-household-pets.html**.

STEP 4 – MINIMIZE FINANCIAL HARDSHIP
EarthquakeCountry.org/step4

Visit **EarthquakeCountry.org/step4** to learn ways to *minimize financial hardship* (for example: organize important documents, strengthen your property, and consider insurance).

STEP 5 – DROP, COVER, AND HOLD ON

EarthquakeCountry.org/step5

Practice what to do:

- Participate in a Great ShakeOut Earthquake Drill (**ShakeOut.org)** and encourage others, including your personal support team, to participate too!
- 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.

During an earthquake:

Do not try to exit a building during an earthquake as you are likely to be injured from falling roof tiles, building façades, glass, etc. Instead, protect yourself from falling objects in the safest place possible near where you are. The greater your limitations, the more critical it is to create safe spaces in advance (See Step 1).

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.

If possible:

DROP where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.

COVER your head and neck with one arm and hand
- If a sturdy table or desk is nearby, crawl underneath it for shelter.
- If no shelter is nearby, crawl next to an interior wall (away from windows).
- Stay on your knees; bend over to protect vital organs.

HOLD ON until the shaking stops.
- Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts.
- No shelter: hold on to your head and neck with both arms and hands.

Adapt for your situation:

If you have difficulty getting onto the ground, or cannot get back up again without the help of a caregiver, then follow these recommendations:

- If you are in a recliner or bed:
  Do not try to transfer during the shaking. Cover your head and neck with your arms or a pillow until the shaking stops.

- If you use a cane:
  Follow the **Drop, Cover, and Hold On** instructions on the previous page, OR sit on a chair, bed, etc. and cover your head and neck with both hands. Either way, keep your cane near you so it can be used when the shaking stops.

- If you use a walker:
  LOCK your wheels (if applicable) and carefully get as low as possible. If your walker has a seat, sit and **COVER** your head/neck with your arms, a book, or a pillow. If no seat, try to get down with your head lower than the top of the walker. Bend over, then **HOLD ON** until shaking stops.

- If you use a wheelchair:
  LOCK your wheels. **COVER** your head and neck with your arms, a book, or a pillow. Bend over and **HOLD ON** until the shaking stops.

STEP 6 – IMPROVE SAFETY

Improve safety after earthquakes by evacuating if necessary, helping the injured, and preventing further injuries or damage.

EarthquakeCountry.org/step6

Once shaking stops:
- Check yourself for injury, paying extra attention to areas where you have reduced sensations.
- If you are near the shore and feel strong shaking, first protect yourself as in Step 5 until shaking reduces such that you can move inland or to a higher location. 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.

STEP 7 – RECONNECT AND RESTORE

Restore daily life by reconnecting with others, repairing damage, and rebuilding community

EarthquakeCountry.org/step7

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, so "Text First, Call Second."
- Expect aftershocks and remain aware of your surroundings. Aftershocks may create new hazards so continue to be ready to protect yourself.
- Repair or replace damaged items as needed.
- Review and revise your disaster plan based on what you learned.

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 into the freezer. When the freezer becomes too warm, transfer medication to a small, insulated container and use chemical cold packs. Wrapping an emergency blanket around the ice chest or cooler will help contents stay cold much longer.
- Ask your doctor or pharmacist how long your medications will last unrefrigerated.
- If you evacuate to a shelter, tell shelter staff that you have refrigerated medication.

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.

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.
- Have your animal chipped and include photos of you with your animal to assist with reuniting if you are separated,
- 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.

SERVICE ANIMALS (continued)

- Purchase and practice using booties to protect paws.
- 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 THIS GUIDE

- Create safe spaces for yourself.
- Develop your Personal Support Team (PST) and include them in all of your planning.
- Help members of your PST develop their individual and family plans.
- Organize disaster supplies in your home, car, and office and for your service animal.
- Update your plan, contacts, and supplies at least annually so they are current.
- 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.

ADDITIONAL RESOURCES

- Earthquake Country Alliance
  EarthquakeCountry.org/disability
- Federal Emergency Management Agency (FEMA)
  Ready.gov/individuals-access-functional-needs
- California Office of Emergency Services
  CalOES.ca.gov/cal-oes-divisions/access-functional-needs
- Centers for Disease Control and Prevention (CDC)
  CDC.gov/Features/EmergencyPreparedness
- Preparing Together – Salvation Army
  PreparingTogether.org/
- Preparedness for Pets and Service Animals
  CCADT.org/be-prepared.html

Section 4 Contents

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 EDUCATION

Expulsion 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
Amended: 03/21/2013, 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

"DANGEROUS STUDENT" REPORTING PROCEDURE
Effective: March 15, 2014

Initiated by: Linda Bacon, General Counsel   Approved by: Dr. Kathryn Catania, Deputy Superintendent

<u>Mandated Reporting of Certain Student Behavior</u>

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.

<u>Reporting under the Education Code</u>

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.

<u>Information Received from the Court under Welfare and Institutions Code</u>

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 Notice under Welfare & Institutions Code § 827(b)	Column 2 Notice under Education Code § 49079
□ Assault (Pen. Code § 240) □ Assault with a deadly weapon (Pen. Code § 245(a)) □ Battery (Pen. Code § 242) □ Burglary (Pen. Code § 459) □ Consumption of alcohol by minor (Bus. & Prof. Code § 25658) □ Driving under the influence (Veh. Code § 23152) □ Gambling (Pen. Code § 337a) □ Graffiti on government property (Pen. Code § 640.5) □ Grand theft (Pen. Code § 487) □ Lewd act on a child (Pen. Code § 288) □ Petty theft (Pen. Code § 488) □ Possession of alcohol (Bus. & Prof. Code § 25662) □ Possession of concealable firearm by a minor (Pen. Code § 120101) □ Possession of a controlled substance (Health & Safety Code § 11357) □ Possession of a controlled substance for sale (Health & Safety Code § 11359) □ Possession of tobacco products (Pen. Code § 308(b)) □ Possession of weapon on school grounds (Pen. Code § 626.10) □ Possession of unlawful weapon (Pen. Code § 12020) □ Robbery (Pen. Code § 211) □ Rape (Pen. Code § 261) □ Unlawful sexual intercourse (Pen. Code § 261.5) □ Other:	Ed. Code § 48900 □ (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person □ (a)(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 □ (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance □ (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 □ (e) Committed or attempted to commit robbery or extortion □ (f) Caused or attempted to cause damage to school property or private property □ (g) Stole or attempted to steal school property or private property □ (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 □ (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel □ (l) Knowingly received stolen school property or private property □ (m) Possessed an imitation firearm □ (n) Committed or attempted to commit a sexual assault or committed a sexual battery □ (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding □ (p) Offered, arranged to sell, negotiated to sell, or sold Soma □ (q) Engaged in, or attempted to engage in, hazing □ (r) Engaged in an act of bullying □ (t) Aided or abetted □ Ed. Code § 48900.2 Committed sexual harassment □ Ed. Code § 48900.3 Committed an act of hate violence □ Ed. Code § 48900.4 Harassed, threatened, or intimidated school personnel or pupils □ Ed. Code § 48900.7 Made terroristic threats against school officials, school property, or both

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

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**

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the County Superintendent and the County Board in enacting policies and procedures that govern County Superintendent and County Board schools and programs.

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 unlawful discrimination, including discrimination against an individual or group based on race; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; reproductive health decision-making; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; veteran or military status; or genetic information; a 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.

All individuals shall be treated equitably in the receipt of services in County Superintendent and County Board programs and activities. Personally identifiable information collected in the implementation of any County Superintendent and County Board program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of that program, except when the County Superintendent or County Board authorizes its use for another purpose in accordance with law. Resources and data collected shall not be used, directly or by others, to compile a list, registry, or database of individuals based on any of the categories identified above.

County Superintendent and County Board programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the County Superintendent or County Board on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Additionally, the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be adopted by the County Superintendent or County Board if the use would subject a student to unlawful discrimination as specified in Education Code 220. (Education Code 244)

Periodically, County Superintendent and County Board programs and activities shall be reviewed to ensure the removal of any barrier that may unlawfully prevent an individual or group

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

in any of the protected categories stated above from accessing such programs and activities, including the use of facilities. Prompt and reasonable actions shall be taken to remove any identified barrier.

Except for allegations of sex discrimination or sex-based harassment, allegations of unlawful discrimination in County Superintendent and/or County Board programs and activities shall be investigated and resolved in accordance with Superintendent and Board Policy 1312.3 and Superintendent Administrative Regulation 1312.3 - Uniform Complaint Procedures, for students, and Superintendent Policy SP HR-4030 – Prohibition of Employee Discrimination, Harassment and Retaliation. Complaints alleging sex discrimination, including sex-based harassment, shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and as specified in Superintendent Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, for students, and Superintendent Policies SP HR-4319.11 – Sexual Harassment and SP HR-4319.12 - Title IX Sexual Harassment Complaint Procedures, for employees.

Pursuant to 34 CFR 104.8 and 34 CFR 106.8, 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 the annual parental notification distributed pursuant to Education Code 48980, and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials. The notification shall also be posted on the County Superintendent/County Board website and social media and in County Superintendent/County Board schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the County Superintendent or designee. (Education Code 234.7)

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.

<u>Access for Individuals with Disabilities</u>

County Superintendent and County Board programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. The County Superintendent or designee shall develop and update transition plans when necessary to address structural changes that are needed to provide accessibility to County Superintendent and County Board facilities, activities, services, and programs. (28 CFR 35.150)

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The County Superintendent or designee shall ensure that the County Superintendent and County Board websites comply with technical standards prescribed by law, and as necessary, shall provide appropriate auxiliary aids and services 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, assistive technologies or other modifications to increase accessibility to County Superintendent and County Board websites, note-takers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the County Superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a County Superintendent or County Board-sponsored function, program, or meeting.

The County Superintendent and County Board have designated the following ADA Coordinator to receive requests for accommodation and to receive and investigate complaints regarding access to County Superintendent and County Board facilities, programs, services and activities:

    Deputy Superintendent, Instructional Division
    Fresno County Office of Education
    1111 Van Ness Avenue
    Fresno, California 93721-2000
    (559) 265-3090

Adopted: 06/21/2012
Amended: 11/17/2016, 09/15/2022, 12/12/2023, 08/15/2024

Legal Reference

Education Code
200-262.4   Educational equity; prohibition of discrimination
48980   Parent/Guardian notifications
48985   Notices to parents in language other than English
51007   Legislative intent: state policy
51204.5   Social sciences instruction; contributions of specified groups
51501   Nondiscriminatory subject matter
60010   Instructional materials; definition
60040-60052   Requirements for instructional materials

Government Code
11000   Definitions
11135   Prohibition of discrimination
12900-12996   Fair Employment and Housing Act
54953   Meetings; Americans with Disabilities Act accessibility
54953.2   Brown Act compliance with Americans with Disabilities Act
8310.3   California Religious Freedom Act

Penal Code
422.55   Definition of hate crime
422.6   Crimes, harassment

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Code of Regulations, Title 5
4600-4670   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   Title IX of the Education Amendments of 1972; discrimination based on sex
2301-2414   Strengthening Career and Technical Education for the 21st Century Act
6311   State plans
6312   Local education agency plans

United States Code, Title 28
35.101-35.190 Americans with Disabilities Act
36.303 Nondiscrimination on the basis of disability, public accommodations, auxiliary aids, and services

United States Code, Title 29
794 Section 504 of the Rehabilitation Act of 1973

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
106.1-106.82   Discrimination on the basis of sex, effectuating Title IX

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
12101-12213   Americans with Disabilities Act

Management Resources

CSBA Publications
Reference: State Roles, Responsibilities, and Process for Instructional Materials Adoption, February 2024
Fact Sheet: Instructional Materials Adoption: Local governing board responsibilities, February 2024
Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, February 2024
Parental and Student Rights in Relation to Transgender and Gender Nonconforming Students, Recently Asked Questions, August 2023
Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, April 29, 2024, Vol. 89, No. 83, pages 33474-33896

U.S. Department of Education, Office for Civil Rights Publications
Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools, May 2023

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
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Dear Colleague Letter: Protecting Students from Discrimination, such as Harassment, Based on Race, Color, or National Origin, Including Shared Ancestry or Ethnic Characteristics, May 2024
Dear Colleague Letter: Discrimination, Including Harassment, Based on Shared Ancestry or Ethnic Characteristics, November 2023
Supporting Transgender Youth in School, June 2021
Dear Colleague Letter: Frequently Asked Questions About the June 29, 2010, Dear Colleague Letter, May 26, 2011
Nondiscrimination in Employment Practices in Education, August 1991
Dear Colleague Letter: Race and School Programming, August 2023
Dear Colleague Letter: Electronic Book Readers, June 29, 2010
Dear Colleague Letter: Harassment and Bullying, October 2010

U.S. Department of Justice Publications
Fact Sheet: New Rule on the Accessibility of Web Content and Mobile Apps Provided by State and Local Governments, April 2024
Guidance on Web Accessibility and the ADA, March 2022
Accessibility of State and Local Government Websites to People with Disabilities, February 2020
2010 ADA Standards for Accessible Design, September 2010
2010 ADA Standards for Accessible Design, September 2010

Websites
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, 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, and to all acts of the County Superintendent and County Board in enacting policies and procedures that govern County Superintendent and County Board schools and programs.

The County Superintendent and County Board desire to provide a welcoming, safe, and supportive 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. Unlawful discrimination against any student by anyone in any County Superintendent-operated school, program, or activity is prohibited, including discriminatory harassment, intimidation, and bullying based on the student's actual or perceived race; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; parental, marital, and family status; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; 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.

Because unlawful discrimination could occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in law and applicable policy and regulation.

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, participates, or refuses to participate 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.

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The County Superintendent or designee shall facilitate students' access to the educational program by publicizing the nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the County Superintendent or designee shall post the policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on applicable websites in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6; 34 CFR 106.8)

The County Superintendent or designee may 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 may regularly review the implementation of the nondiscrimination policies and practices and, as necessary, take action to remove any identified barrier to student access to or participation in the educational program. The County Superintendent or designee may report the findings and recommendations to the Board after each review.

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.

When a student has been suspended, or other means of correction have been implemented against the student for an incident of racist bullying, harassment, or intimidation, the principal or designee may engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee may also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the County Superintendent or designee may notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Allegations of unlawful discrimination in County Superintendent and County Board programs and activities shall be brought, investigated, and resolved in accordance with County Superintendent/County Board Policy 1312.3 and County Superintendent Administrative Regulation 1312.3 - Uniform Complaint Procedures, when required by law. However, complaints

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

alleging sex discrimination, including sex-based harassment, under Title IX shall be investigated and resolved in accordance with the procedures specified in 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

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 and County Board to monitor, address, and prevent repetitive prohibited behavior schools and programs.

Adopted: 03/21/2013
Amended: 10/15/2020, 04/20/2023, 12/12/2023, 08/15/2024

Legal References

Education Code
200-262.4   Prohibition of discrimination
17585   School modernization project; all-gender restroom
33353   California Interscholastic Federation; standardized incident form
35292.5   School restrooms; all-gender restrooms
48900.3   Suspension or expulsion for act of hate violence
48900.4   Suspension or expulsion for threats or harassment
48900.5   Suspension; other means of correction
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
51204.5   Social sciences instruction; contributions of specified groups
51500   Prohibited instruction or activity
51501   Prohibited means of instruction
60010   Instructional materials; definition
60040-60052   Requirements for instructional materials

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

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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
106.1-106.82   Discrimination on the basis of sex; effectuating Title IX
106.30   Discrimination on the basis of sex; definitions
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

MANAGEMENT RESOURCES

California Department of Education Publications
California Longitudinal Pupil Achievement Data System (CALPADS) Update FLASH #158:
Guidance for Changing a Student's Gender in CALPADS, July 2019

CSBA Publications
Reference: State Roles, Responsibilities, and Process for Instructional Materials Adoption,
February 2024
Fact Sheet: Instructional Materials Adoption: Local governing board responsibilities, February
2024
Instructional Materials Adoptions: State and local governing board processes, roles, and
responsibilities, February 2024

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Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022

<u>California Office of the Attorney General Publications</u>
Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books, January 2024
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

<u>First Amendment Center Publications</u>
Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

<u>U.S. Department of Education, Office for Civil Rights Publications</u>
Dear Colleague Letter: Protecting Students from Discrimination, such as Harassment, Based on Race, Color, or National Origin, Including Shared Ancestry or Ethnic Characteristics, May 2024
Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools, May 2023
Dear Colleague Letter: Discrimination, Including Harassment, Based on Shared Ancestry or Ethnic Characteristics, November 2023
Dear Colleague Letter: Resource on Confronting Racial Discrimination in Student Discipline, May 2023
Dear Colleague Letter: Addressing Discrimination Against Jewish Students, May 2023
U.S. Department of Education Toolkit: Creating Inclusive and Nondiscriminatory School Environments for LGBTQI+ Students, June 2023
Dear Colleague Letter: Race and School Programming, August 2023
Questions and Answers on the Title IX Regulations on Sexual Harassment, June 2022
Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973
Enforcement of Title IX of the Education Amendments of 1972 With Respect to Discrimination Based on Sexual Orientation and Gender Identity in Light of Bostock v. Clayton County, June 2021
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>U.S. Department of Health and Human Services Publications</u>
Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2013

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

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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

5145.3, 7/2024; Doc# 123016-4

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Students
NONDISCRIMINATION/HARASSMENT

The County Superintendent designates the individual(s) identified below as the Compliance Officer(s). The employee(s) responsible for coordinating the County Superintendent's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the County Superintendent/County Board nondiscrimination policies. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3, Uniform Complaint Procedures, as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7, Sex Discrimination and Sex-Based Harassment as the responsible employee to handle complaints alleging unlawful sex discrimination and sex-based harassment, as permitted by law. The Compliance Officer(s) may be contacted at:

Deputy Superintendent, Instructional Division
Office of the Fresno County Superintendent of Schools
1111 Van Ness Avenue
Fresno, CA 93721-2000
(559) 265-3090
DLira@fcoe.org

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at County Superintendent-operated schools or in school activities and to ensure equal access of all students to the educational program, the County Superintendent or designee shall implement the following measures:

1. Publicize the County Superintendent/County Board nondiscrimination policy and related complaint procedures, including the Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through County Superintendent-supported communications.

2. Post the County Superintendent/County Board policies and procedures prohibiting discrimination, harassment, student sex-based harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the County Superintendent's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.1, 234.6)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the County Superintendent's website in a manner that is easily accessible to parents/guardians and students.   (Education Code 234.6)

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

4. Post in a prominent location on the County Superintendent's website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, sex characteristics, sexual orientation, gender, gender identity, pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery, and parental, marital, and family status, including the following: (Education Code 221.6, 221.61, 234.6)

    a. The name and contact information of the County Superintendent's Title IX Coordinator, including the phone number and email address.

    b. The rights of students and the public and the responsibilities of the County Superintendent under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR).

    c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

        (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations.

        (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's website.

        (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office.

    d. A link to the Title IX information included on the California Department of Education's (CDE) website.

5. Post in a prominent location on the County Superintendent's website and include in each handbook, catalog, announcement, bulletin, and application form for students, parents/guardians or other authorized legal representative, and employees, the Title IX notice of nondiscrimination which includes the following: (34 CFR 106.8)

    a. The County Superintendent does not discriminate on the basis of sex in any education program or activity that it operates.

    b. Inquiries about the application of Title IX may be referred to the County Superintendent's Title IX Coordinator and/or OCR.

    c. The name or title, office and email address, and telephone number of the County Superintendent's Title IX Coordinator.

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   d. How to locate the County Superintendent's nondiscrimination policy and the County Superintendent's grievance procedures for Title IX complaints.

   e. How to report conduct that may constitute sex discrimination under Title IX How to make a complaint of Title IX sex discrimination.

      If necessary due to the format or size of any publication specified above, the County Superintendent may include only the statement that the County Superintendent prohibits sex discrimination in any education program or activity that it operates, that individuals may report concerns or questions to the Title IX Coordinator, and the location of the complete notice on the County Superintendent website.

      The County Superintendent shall not distribute a publication stating that the County Superintendent treats students, employees or applicants differently on the basis of sex, unless such treatment is permitted by Title IX.

6. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. (Education Code 234.5)

   Such resources shall be posted in a prominent location on the County Superintendent's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

7. Provide to students a handbook that contains age-appropriate information that clearly describes the County Superintendent/County Board nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

8. Annually notify all students and parents/guardians of the County Superintendent/County Board nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the County Superintendent's implementation of nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the County Superintendent will address any individual student's interests and concerns in private.

9. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the County Superintendent/County Board nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

   If 15 percent or more of students enrolled in a particular school or program speak a single primary language other than English, the County Superintendent/County Board policy, County Superintendent regulation, forms, and notices concerning

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nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the County Superintendent shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

10. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the County Superintendent/County Board nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the County Superintendent may use to provide a discrimination-free environment for all County Superintendent students.

11. Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1)

12. For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3.

13. At the beginning of each school year, inform County Superintendent employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.   (Education Code 234.1)

14. At the beginning of each school year, inform each lead site administrator, or designee of the County Superintendent's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in County Superintendent/County Board policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, lead site administrator, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or lead site administrator regardless of whether or not the alleged victim files a complaint.

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Any County Superintendent employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the Compliance Officer, Title IX Coordinator, or lead site administrator within one workday, regardless of whether or not the alleged victim files a complaint.

Any County Superintendent employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.   (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the lead site administrator, Compliance Officer, or Title IX Coordinator, the lead site administrator, Compliance Officer or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sex discrimination, including sex-based harassment, the right to initiate the Title IX grievance procedures as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the lead site administrator, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the County Superintendent or designee who shall determine how the complaint will be investigated.

Adopted:　　10/15/2020
Amended:　　04/20/2023, 12/12/2023 , 08/15/2024

5145.3, 7/2024; Doc# 123017-5

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Students
SEX DISCRIMINATION AND SEX-BASED HARASSMENT

The County Superintendent and County Board are committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The County Superintendent and County Board prohibit, at school, at programs, or at school-sponsored or school-related activities, sex discrimination and sex-based harassment, as defined in the accompanying administrative regulation, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status.

The County Superintendent and County Board also prohibit retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

The County Superintendent and County Board strongly encourage students who feel that they are being or have experienced sex discrimination, including sex-based harassment, on school or program grounds or at a school-sponsored or school-related activity, or off-campus when the conduct 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 sex discrimination, including sex-based harassment, by or against a student in a County Superintendent or County Board education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified of a complaint or allegation of sexual harassment, the Title IX Coordinator shall ensure the complaint or allegation is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of the Title IX procedure concurrently meets the requirements of the uniform complaint procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if a grievance procedure has begun or an informal resolution process has been offered to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances.

The County Superintendent or designee shall ensure that all County Superintendent staff are trained in accordance with 34 Code of Federal Regulations §106.8, consistent with their duties under Title IX. (34 CFR 106.8)

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FRESNO COUNTY BOARD OF EDUCATION

Instruction/Information

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

1.   What acts and behavior constitute sex discrimination and sex-based harassment, including the fact that sex discrimination and sex-based 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 sex discrimination or sex-based harassment under any circumstance

3.   Encouragement to report observed incidents of sex discrimination and sex-based harassment even when the alleged victim of the discrimination or harassment has not complained

4.   A clear message that student safety is the County Superintendent's and County Board's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sex discrimination or sex-based harassment incident will be addressed separately and will not affect the manner in which the sex discrimination or sex-based 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 sex discrimination and sex-based harassment allegation that involves a student, whether as the complainant, respondent, or victim of the discrimination or 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 procedures for investigating complaints and the person(s) to whom a report of sex discrimination and/or sex-based 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 investigation of a sex discrimination or sex-based 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 sex discrimination or sex-based harassment and/or other students during an investigation

SUPERINTENDENT AND BOARD POLICY
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Disciplinary Actions

Upon completion of an investigation of sex discrimination and/or sex-based harassment, any student found to have engaged in sex discrimination, and/or sex-based 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 pursuant to Education Code 48900.2, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of sex discrimination and/or sex-based harassment, any employee found to have engaged in sex discrimination against, and/or sex-based 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 and policy.

Record-Keeping

The County Superintendent or designee shall maintain records in accordance with law, including in accordance with 34 CFR 106.8 as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and applicable policies and regulations, of all reported cases of sex-based harassment to enable the County Superintendent and County Board to monitor, address, and prevent repetitive harassing behavior in schools and programs.

Adopted: 03/21/2013
Amended: 10/15/2020, 04/20/2023, 08/15/2024

LEGAL REFERENCE

Education Code
200-262.4   Prohibition of discrimination on the basis of sex
220.1   Prohibition of retaliation related to educational equity
220.3   Prohibition of disclosure of information related to student's sexual orientation, gender identity, or gender expression
220.5   Prohibition of policies requiring disclosure of information related to student's sexual orientation, gender identity, or gender expression
35292.5   School restrooms; all-gender restrooms
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
49060-49079   Student records

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

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Government Code
12950.1   Sexual harassment training

Code of Regulations, Title 5
432   Student records
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
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

California Department of Education Publications
California Longitudinal Pupil Achievement Data System (CALPADS) Update FLASH #158: Guidance for Changing a Student's Gender in CALPADS, July 2019

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

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Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022

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

5145.7, 7/2024; Doc# 123010-3

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Students
SEX DISCRIMINATION AND SEX-BASED HARASSMENT

The County Superintendent and County Board do not discriminate on the basis of sex in any of their programs or activities and comply with Title IX of the Education Amendments of 1972 and its implementing regulations. Sex discrimination, including sex-based harassment, is prohibited in County Superintendent/County Board education programs and activities.

Definitions

Sex discrimination includes treating a student differently with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services based on the student's sex, sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; or the student's association with a person or group with one or more of these actual or perceived characteristics.

Sex discrimination, including sex-based harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct and 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.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, or other bases specified above. Conduct will constitute sex-based harassment when it takes the form of: (34 CFR 106.2, 106.11)

1. Quid pro quo harassment: A County Superintendent employee, agent, or other individual authorized by the County Superintendent to provide an aid, benefit, or service in the County Superintendent's education program or activity conditioning the provision of County Superintendent aid, benefit, or service on a student's participation in unwelcome sexual conduct.

2. Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the County Superintendent's education program or activity.

   Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sex-based harassment in violation of County Superintendent policy if it has a continuing effect on a student's ability to participate in or benefit from County Superintendent educational programs or activities.

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3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 CFR 106.2.

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

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any County Superintendent-operated program or activity.

<u>Examples of Sex Discrimination and Sex-Based Harassment</u>

Examples of types of conduct which are prohibited in the County Superintendent-operated schools and programs and which may constitute sex- based harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sex-based slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sex-based jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sex-based rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

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9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects

11. Sexual assault, sexual battery, or sexual coercion

12. Electronic communications containing comments, words, or images described above

Title IX Coordinator

The County Superintendent designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX. The Title IX Coordinator(s) may be contacted at:

Deputy Superintendent, Instructional Division
Office of the Fresno County Superintendent of Schools
1111 Van Ness Avenue
Fresno, CA 93721-2000
(559) 265-3090
DLira@fcoe.org

To prevent unlawful sex discrimination and sex-based harassment in County Superintendent and County Board programs and activities, the County Superintendent or designee shall provide notifications and implement measures to prevent discrimination and harassment as specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment.

In addition to the measures to prevent discrimination specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment, the County Superintendent or designee shall ensure that a copy of the County Superintendent/County Board sex discrimination and sex-based harassment policy and regulation:

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

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

3. Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school or program site. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the

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complainant, and the respondent; and the responsibilities of the school or program. (Education Code 231.6)

4. Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

5. Appears in any school or County Superintendent publication that sets forth the school's or program's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sex discrimination, including sex-based harassment, in a County Superintendent program or activity or who has witnessed sex discrimination, including sex-based harassment, is strongly encouraged to report the incident to a teacher, the lead site administrator, the County Superintendent's Title IX Coordinator, or any other available school or program employee. Within one workday of receiving such a report, the lead site administrator or other school employee shall forward the report to the County Superintendent's Title IX Coordinator. Any employee who observes sex discrimination or sex-based harassment involving a student shall, within one workday, report the observation to the lead site administrator or Title IX Coordinator as specified in the accompanying policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sex discrimination or sex-based harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school or school activity.

Complaint Procedures

All complaints and allegations of sex discrimination and sex-based harassment shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

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Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The County Superintendent/County Board prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct that are prohibited and which may constitute sex-based hostile environment harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity

2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

3. Blocking a student's entry to the restroom that corresponds to the student's gender identity

4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex

5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent

6. Using gender-specific slurs

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7. Assaulting a student because of the student's gender, sex characteristic, sexual orientation, gender identity, or gender expression

To ensure that intersex, nonbinary, transgender, and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and policy, the County Superintendent shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information.

   The County Superintendent shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

   The County Superintendent shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the County Superintendent has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

   The County Superintendent shall only allow disclosure of a student's personally identifiable information to employees in accordance with law. Any County Superintendent employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a County Superintendent employee by a student, the employee shall seek the student's permission to notify the Compliance Officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the County Superintendent's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the Compliance Officer, the employee shall do so within three school days.

   As appropriate given the student's need for support, the Compliance Officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The County Superintendent shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and request assistance in doing so.

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2. Determining a Student's Gender Identity: The Compliance Officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless County Superintendent personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. Addressing a Student's Transition Needs: The Compliance Officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained.

   The meeting shall discuss the intersex, nonbinary, transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Compliance Officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the County Superintendent maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity.

   To address any student's privacy concerns in using sex-segregated facilities, the County Superintendent shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the County Superintendent shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

   Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

5. Student Records: Upon each student's enrollment, the County Superintendent is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name.

    A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

    However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. Names and Pronouns: If a student so chooses, County Superintendent personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official County Superintendent record.

    However, inadvertent slips or honest mistakes by County Superintendent personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

Adopted: 10/15/2020, 04/20/2023, 08/15/2024

5145.7, 7/2024; Doc# 123003-4

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 FCSS 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.

For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with the FCSS to provide services, as applicable. Moreover, the FCSS prohibits sexual harassment of FCSS 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. This pollcy shall not be used to resolve any complaint by a student.

QUICK LINKS
Supervisor Report of Incident/Complaint
Incident/Complaint Form
Incidient/Complaint 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 FCSS designates the following position as the Title IX and Equal Employment Opportunity Coordinator for Nondiscrimination in Employment:

Deputy Superintendent, Instructional Services
Office of the Fresno County Superintendent of Schools
1111 Van Ness Avenue
Fresno, CA 93721-2000
(559) 265-3000
dlira@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 FCSS' policy is to prohibit any form of discrimination, harassment, and retaliation, whether through face-to-face interactions, phone calls, email, text messages and/or social media. This policy further provides a mechanism for the reporting and resolution of complaints.

DISCRIMINATION
The FCSS prohibits unlawful discrimination and retaliation against and/or harassment by any coworker, supervisor, manager, or other person with whom a FCSS employee interacts with in the course of employment, on the basis of the employee's actual or perceived race; color; ancestry; national origin; age; religious creed; pregnancy, childbirth, termination of pregnancy, or

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lactation, including related medical conditions and recovery; parental, family, or marital status; physical or mental disability; medical condition; genetic information; veteran or military status; sex; sex sterotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; or association with a person or group with one or more of these actual or perceived characteristics.

The FCSS also prohibits discrimination against employees or job applicants on the basis of reproductive health decision-making, defined as a person's decision to use or access a particular drug, device, product or medical service for reproductive health. (Government Code 12926, 12940).

Prohibited discrimination or harassment includes, but is not limited to, unwelcome conduct, whether verbal, physical, or visual, based on any of the protected classes 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.

An FCSS 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.

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:
1. Hiring, compensation, terms, conditions, and other privileges of employment.
2. Taking adverse employment actions such as termination or denial of employment, promotion, job assignment, or training.
3. Unwelcome conduct, whether verbal, physical, or visual, that is offensive and so severe or pervasive as to adversely affect an employee's employment opportunities or that has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive work environment.
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
   a. Sex discrimination as specified in Superintendent Policy 4319.11 – Sexual Harassment.
   b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the FCSS' failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.
   c. Requiring medical or psychological examination of a job applicant or making an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity.
   d. Failure to make reasonable accommodation for the known physical or mental disability of an applicant or employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

in order to determine the effective reasonable accommodations, if any, to be provided to the employee.
e. Requiring an applicant or employee to disclose information relating to the employee's reproductive health decision-making.

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. Prohibited behavior 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, sexual orientation, gender, gender identity, gender expression, physical or mental disability, or any other protected classification specified above.

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:
    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 FCSS 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' anti-harassment and discrimination policy, how to recognize harassment, discrimination and retaliation, how to respond appropriately, and the components of the FCSS' 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 FCSS' anti- discrimination and harassment policy to staff;
3. Ensuring prompt, thorough, and fair investigation of complaints; and

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

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, harassment or retaliation 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;
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, harassment or retaliation laws.

REPORTING COMPLAINTS

Any FCSS 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 and the Deputy Superintendent, Instructional Services.

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 Policy 5145.71.

Employee complaints that allege unlawful sexual harassment by FCSS employees will be processed under Superintendent Policy SP HR – 4319.11 or 4319.12 as determined by the Title IX Coordinator.

IMPORTANT NOTE

A FCSS 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:

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   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 the FCSS, an employee may file a complaint with the following agencies:
California Civil Rights Department
1277 E. Alluvial Avenue, Suite 101Fresno, California 93720
Phone: (800) 884-1684
www.calcivilrights.ca.gov

Equal Employment Opportunity Commission (EEOC)
2500 Tulare Street, Suite 2601
Fresno, California 93721
Phone: (559) 753-8480
www.eeoc.gov/field-office/fresno/location

COMPLAINT PROCESS
The following procedures shall be used when a FCSS 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 protected 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 an employer generated 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' anti-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 the employee and outline possible options for informal complaint resolution. 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.

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FORMAL COMPLAINT
If informal resolution of the complaint is not quickly achieved, or if the complainant files a formal, 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.

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 or designee 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 formal disciplinary action, up to and including dismissal. Unlawful harassment, discrimination, and/or retaliation shall be deemed to be violations of or refusal to obey federal and state law, the policies and regulations of the FCSS, and all other legal causes for disciplinary action against public school employees. The offender(s) and other involved employees, if any, 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-Instructional Division, 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 FCSS. The appeal shall state specifically the reasons why the complainant is dissatisfied with the outcome 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 Deputy 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.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

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 any 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 involved parties. Discussions among FCSS employees regarding harassment, discrimination, and retaliation complaints shall be prohibited unless necessary to process and/or investigate the facts surrounding the complaint. FCSS 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 to the extent required by law. 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 federal and state law and FCSS' policies and regulations.

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; 11/3/2023; 08/01/2024; 09/16/2024

REFERENCES
Superintendent Policy SP HR-4319.11
Superintendent Policy SP HR – 4319.12

Refer to 5145.3 – Nondiscrimination/Harassment (SP & BP) and 5145.3 Nondiscrimination/ Harassment (AR) when incident/complaint involves a student.

CSBA
4030
4119.11/4219.11/4319.11
4119.12/4219.12/4319.12

4863-6871-1892, v. 1

Section 7 Contents

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

5132, 10/2019; Doc#123030

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

51312, 5/2019; Doc#123031

Section 8 Contents

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

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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"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.

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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

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.)

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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

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Occupational Safety and Health Standards Board: http://www.dir.ca.gov/OSHSB/oshsb.html
U.S. Environmental Protection Agency: http://www.epa.gov

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
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Business and Noninstructional Operations
ENVIRONMENTAL SAFETY

The County Superintendent and County Board recognize their obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The County Superintendent or designee shall regularly assess school facilities to identify environmental health risks and shall develop strategies to prevent and/or mitigate environmental hazards. The County Superintendent or designee shall consider the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings, and the potential impact on staff and students, including the impact on student achievement and attendance.

Such strategies shall focus on maximizing healthy indoor air quality; monitoring the quality of outdoor air and adjusting outdoor activities as necessary; reducing exposure to vehicle emissions; minimizing exposure to lead and mercury; reducing the risk of unsafe drinking water; inspecting and properly abating asbestos; appropriately storing, using, and disposing of potentially hazardous substances; using effective least toxic pest management practices; reducing the risk of foodborne illness; and addressing any other environmental hazards identified during facilities inspections.

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

The County Superintendent or designee shall provide the maintenance and facilities staff, food services staff, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing strategies to improve and maintain environmentally safe and healthy schools.

The County Superintendent or designee shall notify 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 actions to remedy the hazard and may recommend health screening of staff and students.

Adopted: 03/19/1998
Amended: 05/18/2023

Legal References

Federal Law
15 USC 2601-2629   Control of toxic substances
15 USC 2641-2656   Asbestos Hazard Emergency Response Act
40 CFR 141.1-141.723   Drinking water standards
40 CFR 745.61-745.339   Lead-based paint standards
40 CFR 763.120-763.123 Asbestos worker protections
40 CFR 763.80-763.99   Asbestos-containing materials in schools
42 USC 1758   Food safety and inspections
7 USC 136-136y   Use of pesticides

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<u>Education Code</u>

17002	State School Building Lease-Purchase Law, including definition of good repair
17070.75	Facilities inspection
17582	District deferred maintenance fund
17590	Asbestos abatement fund
17608-17614	Healthy Schools Act of 2000
32080-32081	Carbon monoxide devices
32240-32245	Lead-Safe Schools Protection Act
48980.3	Notification of pesticides
49410-49410.7	Asbestos materials containment or removal

<u>California Code of Regulations</u>

13 CCR 2025	Retrofitting of diesel school buses
13 CCR 2480	Vehicle idling, limitations
17 CCR 35001-36100	Lead abatement services
22 CCR 64670-64672.6	Lead and copper in drinking water
22 CCR 64673-64674	Water System Requirements
22 CCR 64675-64679	Monitoring for Lead and Copper
24 CCR 915.1-915.7	California Building Standards Code; carbon monoxide devices
5 CCR 14010	Procedure for site acquisition
8 CCR 1528-1537	Construction safety orders; exposure to hazards
8 CCR 337-339	Hazardous substances list
8 CCR 340-340.2	Occupational safety and health, rights of employees
8 CCR 5139-5223	Control of hazardous substances

3514; 05/2018; Doc# 140951

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Business and Noninstructional Operations
DISRUPTIONS

The lead site administrator or designee may direct any person, except a student, County Superintendent employee, or other person required by their employment to be on school grounds, to leave school grounds, school activity or County Superintendent/County Board facility if:

1. The lead site administrator or designee has reasonable basis for concluding that the person is committing or has entered the campus or facility with the purpose of committing an act which is likely to interfere with the peaceful conduct, discipline, good order, or administration of the school, school activity, or facility, or with the intent of inflicting damage to any person or property.   (Education Code 44810, 44811; Penal Code 626.7)

2. The person's conduct materially disrupts classwork or extracurricular activities or involves substantial disorder. (Education Code 44811)

3. The person fights or challenges another person to a fight, willfully disturbs another person by loud and unreasonable noise, or uses offensive language which could provoke a violent reaction.   (Penal Code 415.5)

4. The person, without lawful business for being present, loiters around a school or reenters a school within 72 hours after he/she was asked to leave.   (Penal Code 653b)

5. The person is required to register as a sex offender pursuant to Penal Code 290 and does not have a lawful purpose and written permission from the lead site administrator or designee to be on school grounds.   (Penal Code 626.81)

6. The person is a specified drug offender, as defined in Penal Code 626.85, and does not have written permission from the lead site administrator or designee to be on school grounds.   However, such specified drug offender may be on school grounds during any school activity if the person is a student or the parent/guardian of a student attending the school.   (Penal Code 626.85)

7. The person willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of students, staff, or others while attending, arriving at, or leaving school.   (Penal Code 626.8)

8. The person has otherwise established a continued pattern of unauthorized entry on school grounds.   (Penal Code 626.8)

The lead site administrator or designee shall allow a parent/guardian who was previously directed to leave school grounds to reenter for the purpose of retrieving the parent's/guardian's child for disciplinary reasons, medical attention, or family emergencies, or with the lead site administrator's or designee's prior written permission.   (Penal Code 626.7, 626.85)

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When directing any person to leave school premises, the lead site administrator or designee shall inform the person that the person may be guilty of a crime if the person: (Education Code 32211; Penal Code 626.7, 626.8, 636.85)

1. Fails to leave or remains after being directed to leave

2. Returns to the campus without following the school's posted registration requirements

3. Returns within seven days after being directed to leave

Whenever an individual is causing or threatening to cause a disruption at any County Superintendent/County Board facility other than a school campus, the County Superintendent or designee may direct that individual to leave the facility consistent with this regulation and the accompanying policy.

Appeal Procedure

Any person who is asked to leave a school building or grounds may appeal to the Deputy Superintendent, Instructional Division or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the lead site administrator or designee and the person making the appeal, the Deputy Superintendent, Instructional Division or designee shall render a decision within 24 hours after the appeal is made, and this decision shall be binding. (Education Code 32211)

The decision of the Deputy Superintendent, Instructional Division or designee may be appealed to the County Superintendent. Such an appeal shall be made no later than the second school day after the Deputy Superintendent, Instructional Division or designee has rendered a decision. The County Superintendent's decision shall be final. (Education Code 32211)

In any circumstance where a person has been directed to leave a facility where the Deputy Superintendent's office is situated, the person may nevertheless enter the facility solely for the purpose of making the appeal. (Education Code 32211)

Adopted: 11/21/2024

3515.2; 04/2016 Doc# 4875-7306-9752

Section 10 Contents

Document Pertaining to this Section That is Located in Appendices:

Site-Specific Discipline Rules / Policies

Section 11 Contents

Document Pertaining to this Section That is Located in Appendices:

Tactical Response Protocols

Section 12 Contents

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Students
CONDUCT

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

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

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program

3. Conduct that disrupts the orderly classroom or school environment

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the County Superintendent or County Board

6. Obscene acts or use of profane, vulgar, or abusive language

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the lead site administrator or designee (Penal Code 417.27)

9. Use of a cell phone, smart watch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of County Superintendent or County Board policy

10. Plagiarism or dishonesty on school work or tests

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11. Wearing of any attire that violates school, or County Superintendent or County Board dress codes, including gang-related apparel

12. Tardiness or unexcused absence from school

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

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the lead site administrator or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with applicable written policy.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a County Superintendent employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the lead site administrator or designee, as appropriate.

Students who violate school, or County Superintendent or County Board rules and regulations may be subject to discipline. The County Superintendent or designee shall notify local law enforcement as appropriate.

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

Adopted: 04/16/1998
Amended: 10/15/2020

Legal Reference

Education Code
200-262.4   Prohibition of discrimination
32280-32289   Comprehensive safety plan
35181   Governing board authority to set policy on responsibilities of students
35291-35291.5   Rules
44807   Duty concerning conduct of students
48900-48925   Suspension and expulsion
51512   Prohibition against electronic listening or recording device in classroom without permission

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Civil Code
1714.1   Liability of parents and guardians for willful misconduct of minor

Penal Code
288.2   Harmful matter with intent to seduce
313   Harmful matter
417.25-417.27   Laser scope or laser pointer
647   Use of camera or other instrument to invade person's privacy; misdemeanor
653.2   Electronic communication devices, threats to safety

Vehicle Code
23123-23124   Prohibitions against use of electronic devices while driving

Code of Regulations, Title 5
300-307   Duties of students

United States Code, Title 42
20 USC 1681-1688 Title IX, 1972 Education Act Amendments

Court Decisions
J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094
LaVine v. Blaine School District (2001, 9th Cir.) 257 F.3d 981
Emmett v. Kent School District No. 415 (2000) 92 F.Supp. 1088
Bethel School District No. 403 v. Fraser (1986) 478 U.S. 675
New Jersey v. T.L.O. (1985) 469 U.S. 325
Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Management Resources

CSBA Publications
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

California Department of Education Publications
Bullying at School, 2003

Website
CSBA: http://www.csba.org
California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss
Center for Safe and Responsible Internet Use:
http://www.ewa.org/organization/center-safe-and-responsible-internet-use
National School Safety Center: http://www.schoolsafety.us
U.S. Department of Education: http://www.ed.gov

5131, 10/2019; Doc#122877

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
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Students
BUS CONDUCT

In order to help ensure the safety and well-being of students, bus drivers, and others, the County Superintendent and County Board expect students to exhibit appropriate and orderly conduct at all times when using school transportation, including while preparing to ride, riding, or leaving the bus.

The County Superintendent or designee shall establish regulations related to student conduct on buses, bus driver authority, and the suspension of riding privileges.   He/she shall make these rules available to parents/guardians, students, and other interested parties.   (5 CCR 14103)

Students found to be in violation of the County Superintendent's bus conduct rules shall be subject to discipline in accordance with County Superintendent and County Board policy and administrative regulation.

The County Superintendent or designee may deny a student the privilege of using school transportation upon the student's continued disorderly conduct or his/her persistent refusal to submit to the authority of the driver. (5 CCR 14103)

Bus Surveillance Systems

The County Superintendent and County Board believe that the use of surveillance systems on school buses may help to deter misconduct and improve discipline, ensure the safety of students and bus drivers, and prevent vandalism.   Therefore, surveillance systems may be installed and used on school buses, or the County Superintendent may secure the use of buses with such systems, to monitor student behavior while traveling to and from school and school activities.   Any video recorded may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate.

Adopted: 04/16/1998
Amended: 10/20/2011, 10/15/2020

Legal Reference

Education Code
35160   Authority of governing boards
39800   Transportation
39839 Transportation of guide dogs, signal dogs, service dogs
44808   Duty to supervise conduct of students
48900   Grounds for suspension and expulsion
48918   Expulsion procedures
49060-49079   Student records
49073-49079   Privacy of student records

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Government Code
6253-6270   California   Public Records Act

Code of Regulations, Titile 5
14103   Authority of the driver

Code of Regulations, Title 13
1200-1228   General provisions, school bus regulations

United States Code, Title 20
1232g   Family Educational Rights and Privacy Act

Code of Federal Regulations, Titile 34
99.1-99.67   Family Educational Rights and Privacy

Management Resources

National Institute of Justice Publications
The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for
Schools and Law Enforcement Agencies, 1999

Websites
CSBA: http://www.csba.org
California Department of Education, Office of School Transportation: http://www.cde.ca.gov/ls/tn
U.S. Department of Education, Family Policy Compliance Office:
http://www.ed.gov/policy/gen/guid/fpco

5131.1, 7/2008; Doc#122878

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Students
BUS CONDUCT

Bus Rider Rules

The following rules apply at all times when students are riding a school bus, including when on school activity trips:

1. Riders shall follow the instructions and directions of the bus driver at all times.

2. Riders should arrive at their designated bus stop on time and stand in a safe place at the stop to wait quietly for the bus.

3. Riders shall enter the bus in an orderly manner and go directly to their seats.

4. Riders shall sit down and fasten any passenger restraint systems. Riders shall remain seated while the bus is in motion.

5. Riders shall not block the aisle or emergency exit with their body or personal belongings. Riders may bring large or bulky items, such as class projects or musical instruments, on the bus only if the item does not displace any other rider or obstruct the driver's vision.

6. Riders should be courteous to the driver and to fellow passengers. Vulgarity, rude, or abusive behavior is prohibited.

7. Any noise or behavior that could distract the driver, such as loud talking, scuffling or fighting, throwing objects, or standing or changing seats, is prohibited and may lead to suspension of riding privileges.

8. Riders shall not use tobacco products, eat, or drink while riding the bus.

9. Riders may bring electronic devices onto the bus only if such devices are permitted at school. If the use of cellular telephones or similar devices disrupts the safe operation of the school bus, the bus driver may direct the student to no longer use the device on the bus.

10. Riders shall not put any part of the body out of the window nor throw any item from the bus.

11. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.

12. Service animals are permitted on school transportation services; all other animals are prohibited. (Education Code 39839; 13 CCR 1216)

13. Upon reaching their destination, riders shall remain seated until the bus comes to a complete stop and upon the signal from the driver, unfasten any restraint system, enter

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the aisle, and go directly to the exit.

14.   Riders should be alert for traffic when leaving the bus and shall follow the County Superintendent's transportation safety plan when crossing the road and exiting the bus.

The driver or any passenger shall report any violation of the County Superintendent's bus rules to the lead site administrator or designee.   The lead site administrator or designee shall notify the student's parent/guardian of the misbehavior, determine the severity of the misconduct, and take action accordingly.   In instances of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined appropriate by the lead site administrator or designee.

Bus drivers shall not deny transportation services except as directed by the lead site administrator or designee.

Bus Surveillance Systems

To the extent any buses used by the County Superintendent contain a surveillance system, the County Superintendent or designee shall monitor the use and maintenance of the system. Students are prohibited from tampering with any bus surveillance system.   Any student found tampering with the system shall be subject to discipline and shall be responsible for the costs of any necessary repairs or replacement.

Camera supports may be installed in all buses. Cameras may be rotated among the buses and activated at the discretion of the County Superintendent or designee.

The content of any recording may be a student record and then may only be accessed in accordance with policy and administrative regulation concerning student records.

Adopted: 10/15/2020

5131.1, 7/2008; Doc#122883

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Students
STUDENT DISTURBANCES

The County Superintendent desires to provide orderly campuses that create a positive school environment and are conducive to learning.   When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, if no other method of de-escalation is successful or is likely to be successful, the County Superintendent or designee may request law enforcement assistance.

The County Superintendent or designee and the lead site administrator or other site supervisor of each school shall establish a school disturbance response plan that is intended to curb disruptions which may lead to riots, violence, or vandalism at school or at school-sponsored events.   In developing each school's plan, the County Superintendent or designee shall consult with community-based organizations and local law enforcement authorities to create guidelines for law enforcement support and intervention.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the lead site administrator or other site supervisor and invoke the school disturbance response plan.

Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with County Superintendent/County Board policy and administrative regulations.

Adopted: 10/15/2020

Legal Reference

Education Code
32210   Willful disturbance of public school or meeting
32211   Threatened disruption or interference with classes
32280-32288   School safety plans
35160 Authority of governing boards
38000-38005   Security patrols
44810   Willful interference with classroom conduct
44811   Disruption of classwork or extracurricular activities
48900   Grounds for suspension or expulsion
48907   Student exercise of free expression
51512 Prohibited use of electronic listening or recording device

Penal Code
243.5 Assault or battery on school property
403-420   Crimes against the public peace, especially:
415   Fighting; noise; offensive words
415.5   Disturbance of peace of school
416   Assembly to disturb peace; refusal to disperse

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

626-626.10   Crimes on school grounds
627-627.7   Access to school premises
653b Loitering about schools or public places
Management Resources

U.S. Department of Education Publications
Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

Websites
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

5131.4, 7/2006; Doc#122999

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Students
STUDENT DISTURBANCES

Prohibited Activities

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1.   Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.

2.   Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school. (Education Code 48907)

        Other examples of activities that may be considered disrupting school operations include, but are not limited to:

        a.   Organizing or participating in unauthorized assemblies on school premises.

        b.   Participating in sit-ins or stand-ins which deny students or employees normal access to school premises.

        c.   Interfering with or unauthorized use of the County Superintendent's computer system.

3.   Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of County Superintendent or school personnel.

4.   Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity.

        Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

Extension of Class Period and/or Dismissal of School

During any disturbance in which additional students might become involved while changing classes, the lead site administrator or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

The lead site administrator or designee may also request that the County Superintendent dismiss school in accordance with the school disturbance response plan.

Adopted: 10/15/2020

5131.4, 7/2006; Doc#123001

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Students
VANDALISM AND GRAFFITI

The County Superintendent and County Board desire to enhance student learning by striving to provide an environment where students and staff can feel safe and secure and can take pride in their school. To that end, the County Superintendent or designee shall develop strategies for preventing graffiti and vandalism on school grounds, including collaborating with community-based organizations, local law enforcement and city and county officials, as appropriate, to help develop a coordinated response to graffiti and vandalism in the community.

Students and staff are encouraged to report any graffiti or vandalism to the lead site administrator or designee for investigation. The lead site administrator or designee shall determine whether the incident necessitates an investigation pursuant to the County Superintendent policies/procedures.

As appropriate, the lead site administrator or designee may contact local law enforcement in instances when the graffiti is repetitive, identifies particular targets or groups, identifies the perpetrator, and/or contains incitements to violence, threats, or intimidation. Photographs or other evidence of the vandalism or graffiti shall be preserved as necessary for investigation by County Superintendent or law enforcement and as evidence in any County Superintendent disciplinary proceedings.

The lead site administrator or designee shall ensure that graffiti on school grounds is removed and covered as soon as possible, and if practicable before the beginning of the school day.

A student who commits an act of vandalism or graffiti on school grounds shall be subject to disciplinary action in accordance with County Superintendent/County Board policy and administrative regulation. If reparation for damages is not made, the County Superintendent also may withhold the student's grades, diploma, and/or transcripts in accordance with law.

Adopted: 08/18/2011
Amended: 10/15/2020

Legal Reference

Education Code
48900   Grounds for suspension or expulsion
48904   Willful misconduct, limit of liability of parent or guardian
48904.3   Withholding grades, diplomas, or transcripts of pupils causing property damage or injury

Civil Code
51.7   Right to be free from violence
52.1   Discrimination liability
1714.1   Liability of parent or guardian for act of willful misconduct by a minor

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Government Code
53069.5   Reward for information

Penal Code
594.1   Aerosol containers of paint
594.2   Intent to commit vandalism or graffiti
594.6   Vandalism or graffiti, community service
640.5   Graffiti; facilities or vehicles of governmental entity
640.6   Graffiti

Code of Regulations, Title5
305   Student responsible for care of property

Management Resources

Websites
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

5131.5, 7/2009; Doc# 123011

The Threat Assessment process does not replace and/or alleviate the need for any other legally required investigation and/or complaint processes, including but not limited to: Section 504, Title IX, bullying, and Uniform Complaint Procedures.

This system is designed for use with students who are engaged in behaviors that suggest the potential for aggression directed at other people. It is not designed for use with students who are suicidal, acting out sexually, or who are misusing fire, unless they are doing so as an act of aggression intending to cause severe or lethal injury to others. If a suicide assessment is needed, or the incident involves sexual misconduct or fire behavior (unless it is the weapon for the threat), please consult your local education agency (LEA) policies and procedures.

Consult the flow chart below in determining the course of your investigation. If a Level 1 Threat Assessment is indicated, proceed with the attached protocol and step-by-step instructions.

IF IMMINENT DANGER TO OTHERS EXISTS, CALL LAW ENFORCEMENT AND FOLLOW LEA GUIDELINES & SCHOOL SAFETY PLAN

C O N C E R N:
Regarding threats or aggression directed at others

Consider completing a Level 1 if any of the following is present:

1. Threat or aggression is specific to identified target, and there is a motive, and plan.
2. There is a weapon at school or there was an attempt to bring a weapon to school.
3. Threat, aggression, or violence is causing considerable fear or disruption to activity.
4. There is continued intent to carry out a threat.
5. There is a history of threats or extreme aggression (violence).
6. Staff, a parent, a community member, or student perceives threatening circumstances.
7. An administrator is unable to determine if a situation poses a risk to the school site, students, school personnel or the community.

Level 1 Protocol completed by Site Team

Steps 1–3:
Demographics and assessment.

Step 4:
Use management strategies to address concerns. Determine if Level 2 is needed by using suggested criteria.

Step 5:
After completing Level 1, if Level 2 is needed, follow LEA policies and procedures.

Step 6:
Submit the protocol as directed.

Unfounded Concern
*Complete Response Dismissal & submit as directed by LEA policies & procedures

LEVEL 1 THREAT ASSESSMENT GUIDANCE

This protocol does not predict future violence, nor is it a foolproof method of assessing an individual's (including an individual member of a group's) potential for harm to others. This survey is not a checklist that can be quantified. It is a guide designed to assist in the investigation of potential danger (identify circumstances and situational factors that may increase concern for potential youth aggression) and to assist school staff in the development of a management plan. Furthermore, as circumstances change, so too does concern for aggression (concern may decrease or increase); therefore, if you are reviewing this protocol at a date after assessment completion, be mindful of supervision, intervention, and the passage of time.

Complete the following protocol through investigation conducted by the Level 1 Site Team. A multidisciplinary Level 1 Site Team may be comprised of an administrator, school counselor, school psychologist, mental health professional, School Resource Officer (SRO) and/or law enforcement. The threat assessment case manager should lead the discussion using the noted step-by step instructions and accompanying questions as a guide. Many cases can be managed through a Level 1 Assessment with appropriate interventions. The assessment usually takes from 20 to 45 minutes and is a method of documenting concerns and management strategies. It is also the method of determining if there is a need to conduct a more extensive Level 2 Assessment (Step 4).

The following people should be considered for participation in Level 1 meetings as sources of additional information:
- Teachers, coaches, case managers, and other educators. If these individuals are unavailable to attend the Level 1 meeting, ask them to complete the Teacher/Staff/Other Service Provider's Questionnaire and return prior to the Level 1 meeting.
- District school security staff, SRO, district law enforcement.
- Instructional assistants, transportation staff, or other people who have contact with student.
- Case managers, social workers, and/or probation officers if student is adjudicated or a ward of the court.
- If the threat assessment case manager, in consultation with the administrator, determines that parents/guardians will be constructive to this process, the parent/guardian should be notified that the assessment will be taking place and invited to participate. If parents/guardians are **unable** to attend, complete the Parent Interview form. If it is determined that parent/guardian participation would compromise the process, the Level 1 Site Team may elect to complete the assessment without notification and/or inclusion of the parents/guardians; excluded parents likely would not be invited to complete the Parent Interview form.
- **Students should NOT attend this meeting**. Student information can be gathered through Student Interview and Student Witness Interview forms.

*Ensure that the LEA either has parent/guardian consent through a Release of Information form to share personally identifiable information with non-LEA employed individuals on the Level 1 Site Team OR that any non-LEA employed individual fits an exception under California Education Code section 49076 or 49076.5, which allows them to access information in which they have a legitimate educational interest without parent/guardian consent.

**Note that if an SRO who is a member of a law enforcement agency or law enforcement is involved in the Level 1 Site Team or Threat Assessment, they must follow the rules related to law enforcement interrogation. (*See e.g.,* California Welfare & Institutions Code section 625,*et seq.,* especially section 625.6.)

An equity lens has been applied to the threat response process. The lens identified concerns underserved and underrepresented populations who lack confidence in support systems and, thus, tend to underreport. Be sure to approach information sources with cultural sensitivity and explore all leads. Provide assurance that safety, inclusion, and connection are the focus of the assessment and management of the situation. The lens also identified concerns for bias toward underserved populations and minority groups that may lead to overreaction or unnecessary discipline. Review the assessment and intervention process by focusing on facts and behavior unique to the situation. Avoid assumptions and/or personalizing language and behavior.

STEP 1: ADDRESS STUDENT AND STAFF SAFETY

IF IMMINENT DANGER EXISTS, CALL LAW ENFORCEMENT AND FOLLOW THE LEA GUIDELINES AND SCHOOL SAFETY PLAN.

STUDENT: _____ STUDENT SSID# _____

SCHOOL: _____ TODAY'S DATE: _____ GRADE: _____

SCHOOL PHONE #: _____ BIRTHDATE: _____ AGE: _____

PARENT(S)/GUARDIANS(S): _____ PHONE #: _____

DATE OF INCIDENT: _____

THREAT ASSESSMENT CASE MANAGER: _____

ADMINISTRATOR: _____

INVESTIGATING OFFICER (IF LAW ENFORCEMENT INVOLVED): _____

CASE #: _____ * Obtain copy of law enforcement report

☐ If necessary, take appropriate precautions, such as building-wide security measures or detaining the student(s) of concern, restricting access to coats, backpacks, technology, etc. Note that, while the device can be confiscated, if it's a personal technology device, LEA cannot search unless LEA has a search warrant, there is a legitimate emergency, or the LEA has consent from the owner of the device.

☐ Provide notification to parent/guardian of any student(s) identified as a target of violence (where outcome could be severe or lethal injury).

☐ Is law enforcement involved in the investigation or protective response? What were the results (i.e., student arrested, charged, detained, search of belongings, parent/student interviews, etc.)?

_____

_____

STEP 2: PARENT INVOLVEMENT

☐ The parent/guardian has been notified that an assessment is being done and will attend the Level 1 meeting.

☐ The parent/guardian has been notified that an assessment is being done but cannot attend the Level 1 meeting.
   A parent interview was completed. ☐ Yes ☐ No   If not, why?

_____

_____

☐ The parent has been notified but not invited due to response, asked to complete parent interview.
   A parent interview was completed. ☐ Yes ☐ No   If not, why?

_____

_____

☐ The parent/guardian **has not** been notified of meeting and will **not** be asked to complete an interview

because: _____

_____

STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

Prior to completing this protocol, consider reviewing the sources of information listed below. Each question is a prompt for the investigation of circumstances that may involve the escalation of aggression by one or more students. The question is noted in **bold** and is followed by a short clarifying explanation. Review the questions as an outline for guided conversation investigating situational factors that suggest an increase in concern for acted out aggression. Note responses at each item or under "Other Concerns" (Item #20).

Information was gathered from the following sources:
- ☐ Cumulative file review, including confidential folder
- ☐ Review of grades, including report cards and transcripts
- ☐ Review of all screens in electronic records systems (e.g., Aeries, Synergy, etc.)
- ☐ Review of discipline records
- ☐ Classwork-related communications, such as journaling, artwork, etc.
- ☐ Student/family criminal history
- ☐ Student interview
- ☐ Student witness interview
- ☐ Parent interview (if not in attendance & interview was pursued)
- ☐ Teacher/Staff/Other questionnaire (if not in attendance)
- ☐ Search of belongings
- ☐ Search of technology, including social media and web browser activity (note limitation in Step 1)
- ☐ If applicable, review of Section 504 Plan or special education file
- ☐ Other: _____

1. **Note the severity of the threatened aggression on the continuum below.**
   Does the communication or situation suggest a threat of low to moderate aggression, such as punching or fighting? Or does the communication or situation suggest a threat of serious or lethal injury, such as a severe beating, shooting, stabbing, or bombing? (The behaviors listed within the continuum are examples and not necessarily locked into their position). Note that there is a change within the continuum from low to moderate aggression (non-severe or non-lethal injury) to extreme aggression (severe or lethal injury). Extreme aggression is also referred to as violence.

☐ **MILD AGGRESSION →**   ☐ **MODERATE AGGRESSION →**   ☐ **EXTREME AGGRESSION (VIOLENCE)**
(Frequent, Low Impact)   (Less Frequent, Moderate Impact)   (Infrequent, High Impact)

◄ **Suggested or Threatened Aggressive Behavior:**
☐ Scratch ☐ Bite ☐ Hit   ☐ Fight ☐ Hit w/ Object ☐ Forceful Strike   ☐ Rape ☐ Strangle ☐ Stab ☐ Shoot ☐ Bomb ☐ Kill ►

If aggression was acted out, locate the outcome or intended outcome on the continuum below.

☐ **MILD AGGRESSION →**   ☐ **MODERATE AGGRESSION →**   ☐ **EXTREME AGGRESSION (VIOLENCE)**
(Frequent, Low Impact)   (Less Frequent, Moderate Impact)   (Infrequent, High Impact)

◄ **Acted out Aggressive Behavior:**
☐ Scratch ☐ Bite ☐ Hit   ☐ Fight ☐ Hit w/ Object ☐ Forceful Strike   ☐ Rape ☐ Strangle ☐ Stab ☐ Shoot ☐ Bomb ☐ Kill ►

Describe the details of the threat, dangerous situation, and/or acted-out behavior: _____

_____

_____

_____

2. **Have there been communications suggesting a potential attack or act of aggression (i.e., direct threats, specific references, veiled threats, or vague warnings)?**
Threats can be direct, through oral communication, art, email, internet use, social media, virtual reality, written language exercises, and other modes of communication. Note that threats can also be indirect (e.g., ominous warnings) or veiled, even casual references to possible harmful events or previously occurring violent events (e.g., school shootings).

☐ No ☐ Yes   Describe: _____

_____

_____

_____

3. **Are there indications of a plan, feasible process, or clear intention to harm others?**
Threatening communication becomes more concerning with behavior that suggests intent to follow through with a targeted attack (called "attack-related behavior"). Many threats are not stated directly but are indicated by vague references combined with behavior. Attack-related behavior may be, but is not limited to, the following:

- A plan (complex or simple) to carry out a targeted act of violence against a specific individual, group, or student body. The plan would have a sequence of actions necessary for its success, and almost always requires a motive. The more plausible and detailed the plan, the greater the risk.
- Acquisition of a weapon, attempted acquisition of a weapon, past possession of prohibited items at school, or research about how to acquire a weapon.
- Rehearsal (practice and simulation, including virtual simulation) of the plan or a similar plan. Rehearsal or simulation is often necessary before a targeted event can be completely planned and carried out. Rehearsal can be indicated through art, fantasy games, writing or film projects, the use of movies or Internet sites with themes and sequences of targeted violence, through first-person shooter video games, etc. However, participating in such activities does not lead students to act out violently. Their use is considered attack-related behavior only when used as rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (e.g., teasing, rejection, or loss) that further justifies the violence as a solution.

☐ No ☐ Yes   Describe: _____

_____

_____

_____

_____

_____

_____

4. **Are there indications of suicidal ideation?**
Is there a history of suicidal ideas, attempts, gestures, references, and/or intent? The wish to die, be killed, or die by suicide, combined with a threat to harm others, increases risk, especially if the self-destructive behavior is the last part of a plan to harm others and carry out revenge or justice.

☐ No ☐ Yes   Describe: _____

_____

_____

5. Is the aggressive ideation focused on a specific, ongoing target?
Is there ongoing consideration or focus on a particular person, group, or student body? If the situation lacks an ongoing target, it may be a situation of reactive aggression, in which the individual involved perceives himself or herself to be under immediate threat, is in an escalated emotional state, and uses threats as a means of self-protection or defending interest and wants.

☐ No ☐ Yes   Describe: _____

_____

_____

_____

6. Are there indications of a choice and/or the availability of weapons?
If weapons are being considered but not immediately available within the home, are they available through relatives, friends, or other means? Note your level of confidence in the source of your information. *Be sure to ask both the student and parents/guardians directly about weapons availability and document their responses (even if not completing the parent interview).*

☐ No ☐ Yes   Describe (How confident are you in your information?): _____

_____

_____

_____

7. Are there indications of a focused or unusual interest in acts of violence; previous school or community attacks or attackers; weaponry; law enforcement, military paraphernalia, or appearance; or, anti-social characters, notorious criminals, murderers, or gangs (historical or fictional)? Are there indications of violent revenge fantasies, or a desire to be an agent or martyr of a particular cause or belief system?
What may be inappropriate to some people may still be within the normal range, given the individual's age, developmental level, or cultural background. This question relates to question # 3. It examines whether interest is a curiosity or a fascination or whether interest is an admiration for anti-social characters as role models and examples of how to justify violence for solving problems.

☐ No ☐ Yes   Describe: _____

_____

_____

_____

8. Are there indications of a motive that would justify the act of severely injuring another person?
If focus is on a specific target(s) (see question # 5), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. Motives may include revenge for lost love or humiliation, payback for a perceived injustice, revenge for bullying, desire to kill, infamy, and the desire to establish power. If the situation lacks motive, then it may revolve around reactive aggression. Reactive aggressive talk often has triggers that can rapidly agitate the situation. Such triggers are not usually motives but should be identified to avoid or eliminate them in the future.

☐ No ☐ Yes   Describe: _____

_____

_____

_____

9. **Are there indications of hopeless, overwhelming, stressful, or desperate situations (real or perceived)?**
As students lose hope of resolving stressful or overwhelming situations through acceptable social or coping skills, they are more likely to engage in desperate solutions and last-ditch efforts to take control. Stressors may include humiliation, family conflict, mental illness, social distress, disciplinary actions, academic failure, law enforcement contact, bullying, economic, cultural, or environmental stressors, etc. It is important to note that the point of this question is to examine the perception of the person with whom you are concerned, and what has been observed by others (e.g., staff, parents, other students, or the community) about the person's perception.

☐ No ☐ Yes   Describe: _____

_____

_____

_____

10. **Are there indications of a capacity or ability to plan and carry out an act of targeted violence?**
Based on the cognitive or adaptive capacity of the person of concern, what is the likelihood of a successfully organized and executed planned attack? If someone is making exaggerated or complex threats but is unable to organize and execute them because of supervision, cognitive ability, or overall functioning, then feasibility drops.

☐ No ☐ Yes   Describe: _____

_____

_____

_____

11. **Are values, beliefs, or ideas socially maladjusted (e.g., aggression is seen as an acceptable and justifiable method of problem solving)?**
Socially maladjusted thinking can lead to justification and motive for violent behavior. The thinking process will indicate thoughtful consideration that follows a process of reason and justification that is anti-social and intended to cause significant harm. Communication or behavior that is a feature of a disability is less concerning than communication or behavior that is a feature of socially maladjusted thinking unless it is accompanied by attack-related behavior (see question # 3).

☐ No ☐ Yes   Describe: _____

_____

_____

_____

STOP & REVIEW THE PREVIOUS QUESTIONS (# 1 - # 11) & YOUR RESPONSES:

Highlight and identify responses where unintentional bias may have affected the response. Consider the following as you summarize the previous 11 questions: Were any responses based on stereotypes or assumptions rather than actual observation and factual information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?

_____

_____

_____

_____

12. **Do the responses to questions # 1-11 identify actions, communications, and/or behaviors that suggest a motive focused on a specific target, with an indication of planning or preparation, and the ability to carry out a targeted attack?**

☐ No ☐ Yes

If "yes", the risk of targeted aggression is indicated. Proceed with the assessment by moving on to #13.

If "no", do the responses indicate either of the following:

A. Aggressive talk or behavior that is highly emotional, is unplanned, and is a reaction to a perceived insult, affront, or threat, or a means of defending personal interest or self?
☐ No ☐ Yes

B. Aggressive behavior and/or aggressive talk that is used to intimidate, bully, manipulate, or impress others?
☐ No ☐ Yes

➢ If "yes" to either question #12A or 12B, the threat is likely reactive or affective. If the potential outcome of aggression is **severe or lethal injury**, proceed with the assessment by moving on to #13. If the potential outcome of the aggression is **minor to moderate injury**, you may stop the assessment at this point and move to step 4, using the answers from questions # 1–11 to identify situations, settings, and triggers that increase the likelihood of the behavior, and then develop strategies that will decrease that behavior.

➢ If answers to questions #12, 12A and 12B are "no", the situation does not pose a threat. You may stop the assessment at this point and move to step 4, noting the absence of the threat under *School Options: Other*. Then continue to monitor the situation for behavior, ideas, or circumstances that may indicate the presence of risk.

13. **Are caregivers, peers, campus staff members, and/or outside service providers concerned about a student's potential for acting out aggressively?**
Concerns may range from an odd discomfort to a complete list of reasons that caution should be taken. If violence is being considered or planned, it is difficult to hide the indicators. In fact, sometimes little care is actually taken to hide intentions and, while there may be little to no documentation of past behavioral issues, there may be several people who have been or are currently concerned.

☐ **No** ☐ **Yes**   **Describe:** _____

_____

_____

_____

14. **Are there trusting and successful relationships with one or more responsible adults, either on campus or within the community?**
The greater and healthier the connection with teachers, service providers, coaches, parents, administrators, church leaders, etc., the less chance there is of a student wanting to disappoint or hurt them and the greater opportunity there is for fostering positive values, community connections, and prosocial choices. If a student (or group of students that the student hangs out with) lacks connection to pro-social adults and is also marginalized within the student population, then intervention and connection are strongly indicated!

☐ **No** ☐ **Yes**   **Describe:** _____

_____

_____

_____

15. **What circumstances, events, or triggers <u>increase</u> or agitate the likelihood of a violent or aggressive attack?**
What information or developments might increase the concern for acted-out aggression? What situations agitate or trigger aggressive thinking, threats, and aggressive behavior? Is there an indication that the student of concern is awaiting an event or action before making his/her final decision regarding violent behavior?

    Describe: _____

    _____

    _____

    _____

16. **What circumstances, events, or inhibitors <u>decrease</u> the likelihood of a violent or aggressive attack?**
What information or developments may decrease the concern for acted-out aggression? Identify all positive influences (e.g., activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. A situation that lacks inhibitors poses a greater risk, since there is less to lose by acting out and little motivation toward healthy solutions.

    Describe: _____

    _____

    _____

    _____

17. **Are there indications that the student's peer group reinforces delinquent thinking?**
Are there peer relationships, marginalized peer-group status, and/or peer-accepted delinquent thinking to support the use of violence as a solution? Risk increases if a situation lacks positive social connection, accountability, and inhibitors and is filled with anti-social thinking about entitlement, revenge, and the use of violence as an acceptable means of solving problems.

    ☐ **No** ☐ **Yes**   **Describe (include role within peer group):** _____

    _____

    _____

    _____

18. **Is there a history of behavioral, drug or alcohol, or developmental issues?**
Are there issues related to vulnerability and coping skills not necessarily directly related to targeted aggression? Risk increases considerably when coping strategies are limited.

    ☐ **No** ☐ **Yes**   **Describe:** _____

    _____

    _____

    _____

19. **Are there issues that indicate a low reserve of coping strategies and lack of emotional resiliency?**

    ☐ **No** ☐ **Yes**   **Describe:** _____

    _____

    _____

    _____

20. Other Concerns not noted elsewhere:

Are there other concerns not noted elsewhere on this protocol? Examples may include sexual misconduct, fire play, animal abuse, exposure to domestic violence, criminal behavior, etc.

Describe: _____

_____

_____

_____

_____

The Level 1 is not a fixed checklist and does not provide a quantifiable score or level of risk. It is intended as a set of pertinent questions that encourage discussion and examination of concerns.

STOP — **CONSIDER THE FOLLOWING THROUGH TEAM DISCUSSION:**

1. Were any responses based on stereotypes or assumptions rather than actual observation and information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?
2. Review all previous questions and highlight/identify responses that indicate concern.
3. Identify your impressions and sense of urgency.
4. Is the potential aggression likely to cause severe or lethal injury?
5. Do the responses identify threats (i.e., actions, specific circumstances, and/or communications) that are focused on a specific target (i.e., individual or group) for a specific reason or motive, and involve planning and preparation with the capacity to carry out the event? If so, concern for *targeted aggression* is clearly indicated and must be addressed immediately.
6. Is there indication that an attack has been scheduled or an identified date when an attack may happen?

_____

_____

_____

_____

_____

_____

_____

_____

TAKE IMMEDIATE PRECAUTIONARY MEASURES TO PROTECT POTENTIAL VICTIMS AND ADDRESS SUPERVISION FOR THE STUDENT(S) OF CONCERN IF ALL 3 EXIST:
1. Targeted aggression is indicated.
2. Potential victims are identified.
3. The potential outcome of the aggression may cause severe or lethal injury.

Complete the Notification Log and Plan to Protect Targeted or Victimized Student.

IF CONCERN FOR VIOLENCE IS IMMINENT OR ANYONE IS IN IMMEDIATE DANGER, CALL LAW ENFORCEMENT (911).

STEP 4: DEVELOP A MANAGEMENT PLAN TO ADDRESS CONCERNS (Including aggravating factors) IDENTIFIED THROUGH STEP 3 OF LEVEL 1 ASSESSMENT.

RECOMMENDED INTERVENTIONS

As you consider prevention strategies, reflect upon the effects of previous traumatic experiences. For example, prevention strategies may include ensuring a sense of emotional, physical, and cultural safety for the individuals involved; fostering trusting relationships; honoring an individual's dignity; making efforts to share decisions and collaborate; and offering validation and building on an individual's strengths.

Additionally, consider restorative practice as you address consequences and/or discipline. For example, if both parties are amenable, and you have appropriately trained staff, conduct a meeting allowing those who have been harmed or threatened to describe the impact of the behavior and the type of actions necessary to repair hurt, restore trust, and move forward from the isolated incident.

If Target(s) are identified:

☐ Warn intended victim and notify the intended victim's parent/guardian. Use the **Notification Log** to document.
☐ Develop a plan to protect victim (using the form **Plan to Protect Targeted or Victimized Student**) for identified target(s). Consider both physical and psychological safety needs of targeted student(s).
☐ Other: _____

_____

Student Options (check all that apply)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Student behavior/accountability plan developed		
	Initiate suicide risk assessment		
	Other:		
	Other:		
	Other:		

School Options

☐ Consider making the following firearms admonition to parents/guardians: "Firearms are the responsibility of the owner: Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated, and combinations can be discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home. <u>Document the date, time, and parent/guardian's response.</u>

_____

_____

_____

☐ Inform parent/guardian of mandatory reporting laws. Note that the school will contact guardian when child is in a dangerous situation or causing considerable disruption to milieu. If a parent/guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform CPS and/or law enforcement regarding a potential neglectful situation.
<u>Document the date, time, and parent/guardian's response.</u>

_____

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_____

_____

School Options (check all that apply)

*If student is on an IEP or Section 504 plan, any of the following must be discussed at and added to the students IEP or 504 plan through the IEP or 504 plan process with parental consent as applicable.

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Review educational plan		
	Review transportation options; consider bus support plan		
	Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack		
	Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack		
	Consider specialized class		
	Hall pass for early/late travel		
	Provide access to social skill building programs		
	Consider strategies for problem-solving the grievance (i.e., mediation, counseling, etc.)		
	Increase supervision in following settings:		
	Create modifications of daily schedule		
	Allow late arrival/early dismissal		
	Alert staff and teachers on need-to-know basis		
	Decrease or eliminate pass time or unsupervised time		
	Conduct intermittent/random check of backpack, locker, pocket, purse, technology/phone etc. by: ☐ Administrator ☐ Counselor ☐ District security personnel (not member of law enforcement) ☐ Office staff ☐ Other:		

School Options (continued)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Assign identified staff to build trusting relationship through check-in or mentorship: ☐ Administrator ☐ Mentor ☐ Counselor ☐ SRO ☐ Teacher ☐ Other:		
	Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention		
	Other intervention or supervision strategies that directly address triggers and agitators identified in Step 3:		
	Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out:		
	Provide School Counselor or Behavior Specialist intervention, including:		
	Request parent/guardian consent for a release and exchange of information form to allow communication between school and medical/mental health provider		
	Referral to district social worker		
	Referral to All4Youth		
	Other:		
	Offer referral to appropriate school team to consider alternative placement		
	Consider diagnostic placement pending further assessment		
	Safety plan/ precautions in place for off campus programs (e.g., dual enrollment, ROP, technical programs, workability, FFA, etc)		
	Individual referral for initial special education evaluation/re-evaluation or Section 504 initial evaluation/re-evaluation		
	Referral to behavior specialists, teams, or other behavior support resources		

Family/Home Options (check all that apply)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Help parents/guardians strategize safety options/planning that parents/guardians can implement at home		
	Increase supervision (e.g., of curfew, communications, in community, during transportation, etc.)		
	Safety proof home (i.e., secure or remove all weapons and potential weapons, add/test smoke detectors, etc.)		
	Review and pursue non-school related crisis and/or mental health services		
	Monitor technology and social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack		
	Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack		
	Use a family social media and/or technology contract or refer to www.commonsensemedia.org for information on appropriate youth media		
	Consider installation of parent controls on student's technology/phone		
	Other:		
	Other:		
	Other:		

Community Options (check all that apply)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Explore mental health evaluation and referral options		
	Refer to anger management program/ mediation program		
	Refer to alcohol/drug evaluation/treatment		
	Refer to parenting program		

Community Options Continued

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Refer to mentoring program		
	Notify probation officer		
	Refer to faith community program		
	Refer to positive community activities/interests		
	Other:		
	Other:		
	Other:		

Other Options (check all that apply)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Other:		
	Other:		
	Other:		
	Other:		
	Other:		

Review of Plan

Threat Assessment Case Manager will review the status of this plan via appropriate meeting process and revise as needed on a:

☐ Weekly basis
☐ Biweekly basis
☐ Other (specify) _____

STEP 5: LEVEL 2 REFERRAL

CONSIDER REQUESTING A LEVEL 2 THREAT ASSESSMENT IF:

- You have concerns regarding extreme aggression but are unable to confidently answer questions on this protocol.
- You have confidently answered the questions on this protocol and have safety concerns regarding impulsive or reactive behavior that will likely result in serious or lethal injury to another.
- You have confidently answered the questions on this protocol and have concerns regarding threats of targeted aggression that indicate motive, plan, preparation, scheduling, and/or other behavior that suggests the serious consideration of an act of targeted aggression.

ALWAYS REQUEST A LEVEL 2 ASSESSMENT IF:

- A student of concern brought a gun to school, attempted to acquire a gun with intent to harm or intimidate others, or has been arrested for a firearm-related offense.

Is the Level 1 Site Team requesting a Level 2 Threat Assessment at this time?
☐ No ☐ Yes

➢ **If yes, follow LEA policies and procedures for a Level 2 Threat Assessment and then proceed to Step 6 to complete the Level 1 protocol.**

**While awaiting the Level 2 Assessment, use the student management plan (Step 4) to manage the situation and document interim steps taken by the Level 1 Site Team.

➢ **If no, proceed to Step 6 to complete the Level 1 protocol.**

STEP 6: SIGN, SEND, FILE, AND BEGIN MANAGEMENT AS PLANNED

Team Signatures

Threat Assessment Case Manager	Date	Administrator	Date
Other/Title	Date	Other/Title	Date
Other/Title	Date	Other/Title	Date
Other/Title	Date	Other/Title	Date
Other/Title	Date	Other/Title	Date

NOTES: _____

_____

_____

_____

_____

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_____

RECOMMENDATIONS FOR THREAT ASSESSMENT CASE MANAGERS

➢ Familiarize yourself with the Level 1 information gained.

➢ Assign tasks and completion date expectations.

➢ Check in with teachers, coaches, campus monitors, counselors, and parents routinely for changes in behaviors, academics, attendance, or other concerns. Include both positive and negative behavior.

➢ Conduct status checks as often as necessary until your level 1 team determines the concern has diminished.

➢ Document your updates and management steps through the process.

➢ If the student moves to another school or program, immediately notify the receiving school of the Level 1/Level 2 Assessment and management plan.

➢ Contact your LEA with any concerns of significant updates.

REVIEW NOTES

Review Date:

Team Members:

Notes: _____

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Review Date:

Team Members:

Notes: _____

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Review Date:

Team Members:

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Review Date:

Team Members:

Notes: _____

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Review Date:

Team Members:

Notes: _____

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Section 13 Contents

School Safety Plan
OPIOID OVERDOSE PROTOCOL

POLICY STATEMENT

The January 1, 2024, enactment of AB 10 into California law amended Education Code § 32282 to require that comprehensive school safety plans for schools that serve pupils in any of grades 7 to 12, inclusive, include a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose. This Superintendent Policy is designed to meet that requirement for all applicable schools operated by the County Superintendent.

EMPLACEMENT/AVAILABILITY OF NALOXONE AT SCHOOL SITES

It shall be the policy of the County Superintendent that all schools operated by the County Superintendent that serve pupils in any of grades 7 to 12, inclusive, shall have sufficient supplies of the opioid antagonist naloxone on premises and available for administration to any pupils at such schools suffering from or reasonably believed to be suffering from an opioid overdose at such schools by County Superintendent employees assigned to those schools.

COUNTY SUPERINTENDENT-EMPLOYED NURSE TRAINING ON NALOXONE ADMINISTRATION

All Credentialed School Nurses, Registered Nurses and Licensed Vocational Nurses employed by the County Superintendent shall receive training on the administration of naloxone to any pupils suffering from or reasonably believed to be suffering from an opioid overdose at such schools, and shall undertake any refresher training or continuing education needed to maintain proficiency in the administration of naloxone.

NON-NURSE EMPLOYEE TRAINING ON NALOXONE ADMINISTRATION

Any other County Superintendent-employed staff at any schools operated by the County Superintendent that serve pupils in any of the grades 7 to 12, inclusive, shall have the opportunity to voluntarily receive training on the administration of naloxone to any pupils suffering from an opioid overdose or reasonably believed to be suffering from an opioid overdose at such schools.

Legal References

Education Code
Section 32282

Management Resources

Websites
Department of Healthcare Services Naloxone Distribution Project

Section 14 Contents

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Students
BULLYING

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a County Superintendent-operated school or program, 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, and to all acts of the County Superintendent and County Board in enacting policies and procedures that govern County Superintendent and County Board schools and programs.

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 welcoming, safe school environment that protects students from physical, mental, 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, 03/21/2024

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

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
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35291-35291.5   Rules
46600   Student transfers
48900-48925   Suspension or expulsion
48985   Translation of notices
52060-52077   Local control and accountability plan

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
School Safety: Bullying and Cyberbullying, Policy Brief, October 2023
Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022
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
Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
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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
Online Bullying Training Module

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: Discrimination, Including Harassment, Based on Shared Ancestry or Ethnic Characteristics, November 2023
Creating Inclusive and Nondiscriminatory School Environments for LGBTQI+ Students, June 2023
Dear Colleague Letter: Addressing Discrimination Against Jewish Students, May 2023
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

U.S. Department of Health and Human Services Publications
Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory, 2023
Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Health Effects of Social Connection and the Community, 2023

Websites
CSBA: http://www.csba.org
California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/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.commonsensemedia.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
U.S. Department of Health and Human Services, Stop Bullying: https://www.stopbullying.gov

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Personnel
CIVILITY POLICY

Policy Statement
The Fresno County Superintendent of Schools (FCSS) is committed to fostering a respectful and inclusive work environment. This civility policy extends to all forms of communication, including face-to-face interactions, phone calls, email, text messages and social media. The FCSS believes in the importance of maintaining professionalism, open dialogue, and a culture of mutual respect. This policy provides guidelines for a safe, welcoming environment that promotes high levels of student and staff achievement and the free exchange of ideas in support of quality educational services.

QUICK LINK
[Civility Reporting Form](Civility%20Reporting%20Form)

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.

The FCSS Mission Statement:
"The Office of the Fresno County Superintendent of Schools provides educational leadership, fosters partnerships and coordinates services to districts to ensure equitable opportunities for ALL students."

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 and discrimination-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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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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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 pursues 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; 11/3/2023

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

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.

Continuum of School-Wide Instructional & Positive Behavior Support

Tertiary Prevention:
- Specialized
- Individualized
- Systems for Students with High-Risk

Secondary Prevention:
- Specialized Group
- Systems for Students with At-Risk Behavior

Primary Prevention:
- School-/Classroom-Wide Systems for All Students, Staff, & Settings
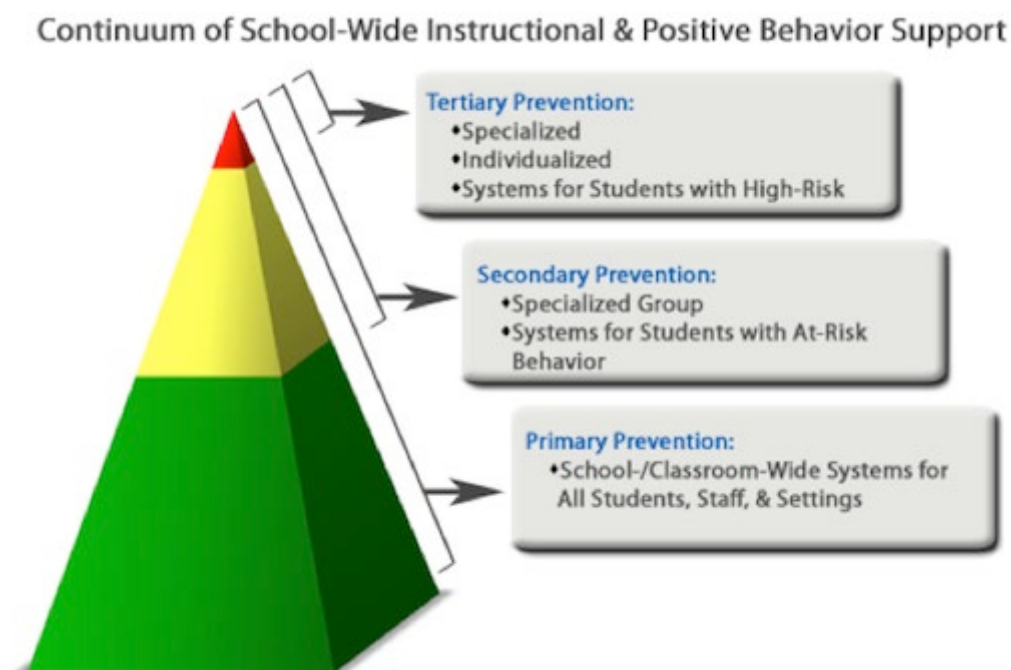
The school-wide PBIS process emphasizes the creation of systems that support the adoption and implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used 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:
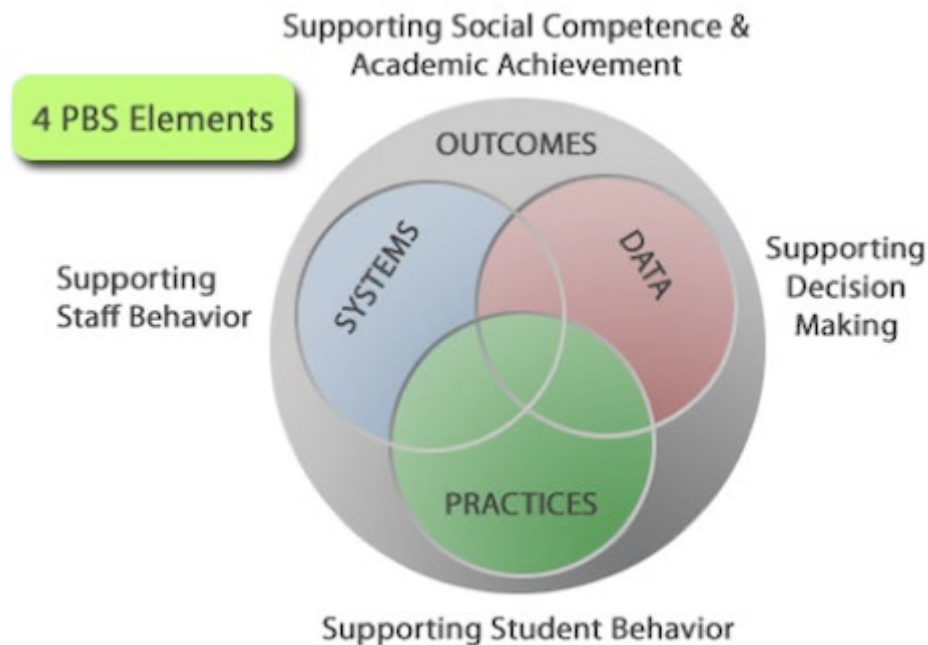
- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- Practices: interventions and strategies that are evidence based.
- Data: information that is used to identify status, need for change, and effects of interventions.
- Systems: supports that 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

Documents Located in Each Appendix:

SIP 7000-006 – 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 Instructional Continuity Plan

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

Behavioral Threat Assessment: A Guide for Schools

Behavioral Threat Assessment Team

Appendix A

Alice M. Worsley School

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Facilities
EMERGENCY PROCEDURES

Policy Statement

The Fresno County Superintendent of Schools (FCSS) is committed to maximizing student and employee safety and believes that having consistent planned responses to various types of situations creates a safer environment. Therefore, this shall be the internal procedure for emergencies.

QUICK LINKS

[Non-Emergency Numbers and Medical Facilities](#)

[Power Outage Procedure](#)

[Earthquake Procedure](#)

[Emergency Fire Procedure](#)

[Bomb Threat Call Instructions](#)

[Disaster Response Kits](#)

[Active Assailant Procedure](#)

[Evacuation Procedure](#)

[Defibrillator Policy](#)

The FCSS has prepared these procedures to be applicable to all locations for consistency of response and as the minimum planning necessary. Each site is encouraged to create more detailed plans with tactical information as appropriate to the sites specific location, use, and physical attributes. Additionally, the FCSS annually prepares a Comprehensive School Safety Plan (CSSP) that covers all school sites operated by the FCSS. These emergency procedures are included in each school sites' portion of the CSSP.

The procedures listed in the quick links above are to be adhered to in the event of an emergency, disaster, or crisis situation. A copy of each procedure will be listed in a flip chart and posted in easily visible and accessible locations.

In the rare event of a state disaster, the State may call upon FCSS to assist in handling a state crisis. For more information, see SOP #1314: The Notice To Employees of Disaster Worker Status and Procedures for Administering Oath.

References

Superintendent and Board Policy No. 0450 – Comprehensive Safety Plan

Administrative Regulation No. 0450 – Comprehensive Safety Plan

Effective: 01/13/1997
Revised: 10/09/2013, 03/06/2024

NON-EMERGENCY NUMBERS AND MEDICAL FACILITIES
SIP 7000-006: Emergency Procedures

IN CASE OF AN EMERGENCY, DIAL 911	
Non-Emergency Numbers	
American Ambulance	(559) 443-5900
Fresno Fire Department	(559) 621-4000
Fresno Police Department	(559) 621-7000
Fresno County Sheriff	(559) 600-8400
Poison Control	(800) 222-1222
Employee Injury/Illness	(844) 752-0415
CAL OSHA	(559) 445-5302
Facilities & Operations Department	(559) 497-3705
CIS Security (Downtown)	(559) 360-7234
CIS Security Dispatch	(559) 495-3000
MEDICAL TREATMENT FACILITIES	
Concentra Urgent Care Facilities	
7265 N. First St., Suite 105 Fresno, CA 93720	(559) 431-8181
2555 S. East Ave. Fresno, CA 93706	(559) 499-2400
Saint Agnes Occupational Health Center	
7202 N. Millbrook Ave., Suite 108 Fresno, CA 93720	(559) 450-7777

Version #1

POWER OUTAGE PROCEDURE
SIP 7000-0006: Emergency Procedures

In the event of a power outage:

1. Remain at or return to your work area.

2. Shut off all equipment.

3. Do not wander around or leave the building.

4. Await further instruction from authorized personnel.

EARTHQUAKE PROCEDURE
SIP 7000-006: Emergency Procedures

DURING an earthquake:

1. STAY CALM

2. DROP, COVER, & HOLD ON!

   Drop to the floor and take cover under a sturdy desk or table. Cover your head with your arms and hold on to the desk/table, even if it moves. If a table is not available, be sure to cover your head and keep it protected. Stay away from glass windows.

AFTER an earthquake assess the situation:

1. Check for safety in order to determine if you need to evacuate the building.

   If evacuating the building, follow the Evacuation Procedure.

2. Check for injuries and determine if you or others need first aid.

   If first aid is needed, locate your area's first aid kit and begin first aid.

3. Await further instruction from authorized personnel.

Version #1

EMERGENCY FIRE PROCEDURE
SIP 7000-006: Emergency Procedures

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 from a safe distance (typically about 8 feet), if possible. Utilize the PASS method:

   Pull the pin in the handle
   Aim the nozzle at the base of the fire
   Squeeze the lever slowly
   Sweep from side to side

4. If unable to put out the fire, evacuate the building immediately, closing doors on your way out. Follow the **Evacuation Procedure.**

If the fire is NOT in your area:

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

BOMB THREAT CALL INSTRUCTIONS
SIP 7000-006: Emergency Procedures

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.

DISASTER RESPONSE KITS
SIP 7000-006: Emergency Procedures

Disaster Response Kits are provided and checked monthly by the Facilities & Operations Department at the Van Ness and Towers sites (Downtown). 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.

Disaster Response Kit Locations Downtown:

Van Ness Building
1st Floor: Room 127
2nd Floor: Room 234 & Lunchroom
3rd Floor: Room 326

Towers Building
1st Floor: Hallway next to 101
2nd Floor: Room 211
3rd Floor: Room 316
4th Floor: Room 418
5th Floor: Room 519
6th Floor: Room 617
7th Floor: Room 722
8th Floor: Room 814

Other Locations – See site administrator

ACTIVE ASSAILANT PROCEDURE
SIP 7000-006: Emergency Procedures

FCSS employees are empowered to take any necessary actions in the event of an active assailant. This options based strategy follows the principals of Run, Hide, Fight

> **Run** to safety when there is an active threat
> **Hide** if escape is not possible
> **Fight** only as a last resort and if your life is in danger

1. **Run** to safety when there is an active assailant.

   - If there is considerable distance between you and the assailant, quickly move away from the sound of the gunfire/assailant. If the assailant is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
   - Leave your belongings behind.
   - Keep your hands visible to law enforcement.
   - Take others with you, but do not stay behind because others will not go.
   - Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the assailant.

2. **Hide** silently in as safe a place as possible.

   - If the assailant is in close proximity and you cannot evacuate safely, hide in an area out of view.
   - Choose a hiding place with thicker walls and fewer windows, if possible.
   - Lock doors and barricade with furniture, if possible.
   - Turn off lights.
   - Silence phones and turn off other electronics.
   - Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
   - If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.
   - Remain in place until the area has been cleared and you are instructed by authorized personnel.

3. **Fight** to disrupt or incapacitate the assailant

   - As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
   - Attempt to incapacitate or disrupt the actions of the assailant.
   - Act with physical aggression toward the assailant.
   - Use items in your area such as fire extinguishers or chairs.
   - Throw items at the assailant if possible.
   - Call 911 when it is safe to do so.

4. After the incident, wait for law enforcement to assist you out of the building if inside. Display empty hands with open palms when law enforcement arrives.

EVACUATION PROCEDURE
SIP 7000-006: Emergency Procedures

Upon an evacuation alert:

1. Do not use elevators.

2. Using the nearest stairs (if applicable) and doors, proceed directly to the designated assembly area. Close doors behind you.

3. Be sure to take purses, wallets, or other personal valuables with you, if safe to do so.

4. Do not attempt to reenter the building until instructed.

5. Keep clear of all emergency vehicles and equipment.

6. If unable to descend the stairs, remain in the stairwell until help arrives.

7. Upon evacuating the building, immediately gather with employees located in your work area and/or building floor to determine if anyone is missing and report to your site's designated evacuation coordinator.

8. Remain in the designated assembly area until further instructions are received.

DEFIBRILLATOR POLICY
SIP 7000-006: Emergency Procedures

1. An Automated External Defibrillator (AED) is to be used on an unconscious person without signs of circulation to increase the immediate chance of survival of the victim.

2. The procedure for defibrillation will be attached to each AED and sent to employees annually.

3. Following use of the AED, notify the Senior Director of Health Services.

4. The AED battery and pad expiration date are to be checked monthly by the maintenance staff. The Health Services staff check AED operation every six months.

AED Locations:

Van Ness Building
1st Floor - by Elevator
2nd Floor - Outside room 270
3rd Floor - by Elevator

Towers Building
1st Floor - Hallway next to 101
3rd Floor - by Elevator
4th Floor - by Elevator
5th Floor - by Elevator
6th Floor - by Elevator
7th Floor - by Elevator
8th Floor - by Elevator

Other Locations
CTE/ROP
Health Services
Kermit Koontz Education Complex
Migrant Education
Monte Vista
Ramacher
Sutherland
Scout Island
Violet Heintz Education Academy

Phone Directory

School Site: Alice M. Worsley

Please list names in alphabetical order by last name.

Last Name	First Name	Office/ Room #	Phone Number	Agency Name (If not FCSS Employee)
Alford	Lauren	A124		
Allison	Tim	J145		
Angus	Cathy	A105		
Barragan	Greg	135 R		
Bernard	Travis	H135		
Campbell	Robin	J157		
Davis	Kris	105		
Fulton	Debra	A125		
Garabedian	Melissa	A105		
Hager	Melissa	A123		
Hammond	Joe	A105		
Hudson	Chris	D135		
Luna	Daniel	E135		
Moreno	Andrew	145R		
Moreno	Nick	106		
Navarrette	Felix	F127		
Ogawa	Michelle	A126		
Oltjenbruns	Clint	F135		
Parker	Mike	B135		
Rodriguez	Sofia	D140		
Saenz	Tracy	B116		
Serrato	Maritza	104		
Smith	Michelle	A105		
Taylor	Gay	B140		
Thao	Rebecca	G140		
Valle	Jaqueline	145R		
Van Fossen	Kevin	G135		
Watkins	Jacqueline	H127		
White	Stewart	E140		

Redacted per Ed. Code, § 32281, subd.(f)(1)

Version 3.0 Updated 11/25/2024

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.

```
                    MANAGEMENT/COMMAND

  Operations    Planning /      Logistics    Finance /
                Intelligence                Administration
```

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.

```
              MANAGEMENT/COMMAND
                Incident Commander

    Safety Officer      Public Information Officer (PIO)
    Liaison Officer

  Operations      Planning /       Logistics       Finance /
  Site Security   Intelligence     Supplies/       Administration
  Search & Rescue Situation Status Facilities      Recordkeeping
  Medical         Documentation    Staffing
  Student Care                     Transportation
  Student Release                  Communications
```

Guidelines for Staffing SEMS Positions in FCSS

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.

**Fresno County
Superintendent of Schools**

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: **To:** Date: **PREPARED ON:** 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.

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):**

INCIDENT ACTION PLAN

School/Site:

FOR OPERATIONAL PERIOD:

FROM: Date:	To: Date:	**PREPARED ON:** Date:
Time:	Time:	Time:

MANAGEMENT STAFF	OPERATIONS SECTION
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:

PLANNING SECTION	LOGISTICS SECTION
Planning Section Chief:	Logistics Section Chief:
Situation Analysis Unit:	Supplies/Facilities Unit:
Documentation Unit:	Staffing Unit:
	Communications Unit:
	Transportation Unit:

AGENCY REPRESENTATIVES	FINANCE & ADMIN SECTION
	Finance Section Chief:
	Recordkeeping Unit:
Approved by:	**Prepared by:**

☐ If additional space is needed, ✓ box and use reverse side of this sheet.

SECTION TASKS

School/Site:

FOR OPERATIONAL PERIOD:		PREPARED ON:
FROM: Date:	**To:** Date:	Date:
Time:	Time:	Time:

MANAGEMENT SECTION	PERSON ASSIGNED TO:

PUBLIC INFORMATION OFFICER STAFF	PERSON ASSIGNED TO:

OPERATIONS SECTION	PERSON ASSIGNED TO:

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.

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

Incident Check-in Roster	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.)**
Prepared by:			

LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)			
ORGANIZATION/AGENCY	NAME	LOCATION	CONTACT NUMBER

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	Joe Hammond		
	Deputy Chief Probation Officer	David Ruiz		
	Asst. Deputy Chief Probation Officer	Chris Maranian, Martin Sanchez, Bryan Crump, Kayatana Davis		
Operations	Principal	Joe Hammond		
	Content Specialist	Felix Navarrette		
	Watch Commanders	Watch Commanders, JJC	**Redacted per Ed. Code, § 32281, subd.(f)(1)**	
Planning/Intelligence	Guidance Learning Specialist	Nick Moreno		
	Content Specialist	Felix Navarrette		
	Watch Commanders	Watch Commanders, JJC		
Logistics	Guidance Learning Specialist	Nick Moreno		
	Content Specialist	Felix Navarrette		
Finance/Administration	Principal	Joe Hammond		
	Teacher Librarian	Michelle Ogawa		
Other				

Alice M. Worsley

School Site	Primary ICP Location	Secondary ICP Location

Reunification Plan
Instructions

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 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

Date _____

Fresno County Superintendent of Schools

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.**	

Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher
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.**	

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

Date _____

Plan Exercise Checklist

All staff shall be trained on the comprehensive school safety plan. (Ed. Code, § 32280)

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. (Ed. Code, § 32282, subd.(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. (Ed. Code, § 32001)

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			

Instructional Continuity

Section Ed. Code, § 32282, subd.(a)(3)(A)

School Site: __Alice M. Worsley__

In the event of an emergency that causes disruption to in-person instruction, as soon as reasonably possible but no later than 5 calendar days, FCSS school sites will establish two-way communication with pupils and their families. Existing communication tools will be used to provide support to families and identify and provide support for social-emotional, mental health and academic needs.

Describe what communication tools will be used to establish two-way communication with pupils and their families.

In the event of an emergency that causes disruption to in-person instruction, Alice M. Worsley School will use a combination of mailing information home, ParentSquare, and phone calls to establish two-way communication with students and their families as soon as reasonably possible, and no later than 5 calendar days.

1. Mailing Information Home: We will send written communication to each student's home, providing essential updates and instructions regarding the emergency situation, the impact on instruction, and available resources for support. This will ensure that families without immediate access to digital tools still receive important information.

2. ParentSquare: In addition to mailing, we will use ParentSquare, an online communication platform, to quickly send updates, reminders, and request feedback from families. ParentSquare will allow for real-time communication, enabling families to respond directly to questions or concerns regarding their child's academic, social-emotional, or mental health needs.

3. Phone Calls: If necessary, we will also make phone calls to families, particularly if there are urgent updates or specific needs that require a more personal connection. Our staff will reach out directly to parents or guardians to ensure that any critical information is received and understood, and to answer any immediate questions.

Through these communication tools, we aim to support families by offering information on academic resources, mental health support services, and any other assistance needed during the disruption. The use of mail, ParentSquare, and phone calls will ensure we have effective, accessible communication channels for all families, allowing us to identify and respond to their needs promptly.

In the event of an emergency that causes disruption to in-person instruction, as soon as reasonably possible but no later than 10 instruction days after the emergency, FCSS school sites will provide access to in-person instruction or remote instruction.

Describe the site-specific plan to meet instructional standards to those applicable to independent study programs within the required deadline.

In the event of an emergency that disrupts in-person instruction, Alice M. Worsley School will ensure students continue to meet instructional standards through a comprehensive plan. If local authorities suspend student movement from living units to classrooms, students will remain in their living units, and instruction will be delivered via individual student portfolios, as internet access is not available. A 240-minute instructional day will be scheduled from 8:30 AM to 1:00 PM, during which students will complete assignments. Teachers will enhance portfolios and provide support through scheduled phone check-ins. Instructional minutes will be verified by teachers based on the time spent completing assignments.

For students with Individualized Education Plans (IEP), 504 Plans, or English Language Development (ELD) needs, portfolios will be modified by the appropriate staff to ensure they receive the support they require. Special Education teachers will work alongside general education teachers to tailor instruction and conduct regular phone check-ins with students. IEP meetings will continue remotely via phone or video conferencing (Microsoft Teams) to maintain communication with families and ensure services are appropriately implemented.

Foster Youth and their families will continue to receive additional support, such as access to school-issued laptops, counseling services, academic advising, and referrals for essential services like housing, nutrition, and transportation, facilitated by the youth liaison.

FCSS staff will monitor and provide ongoing support for all students, including those with special needs, by reviewing weekly portfolio assignments. IEP, 504, and Student Success Team (SST) meetings will continue remotely to review and update plans as needed.

English Learners will receive continued support from Cross-Cultural, Language, and Academic Development (CLAD) teachers, ensuring their English language acquisition progresses during this period.

To support all educators, teachers and administrators will receive professional development in instructional technology, Visual and Performing Arts (VAPA), English Language Arts/English Language Development (ELA/ELD), Math, and Science to enhance online resources and strengthen instructional practices. Social Emotional Learning (SEL) strategies will be incorporated to help engage students in a remote learning environment.

Finally, remote instruction will involve the preparation and distribution of weekly student learning portfolios. Staff will collaborate with Probation Administration to ensure timely distribution to students in their living units, and continue with scheduled phone check-ins to monitor progress and provide support. This plan will meet instructional standards for all students, including those in independent study programs, within the required 10-day timeframe after the emergency disruption.

Gang-Related Apparel

School Site: <u>Alice M. Worsley</u>

Section Ed. Code, § 32282, subd.(a)(2)(F)

Please define all "gang-related apparel" that pupils are prohibited from wearing at your site, if any. "Gang-related apparel" is defined as apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Subjected to Superintendent or Designee review and approval and date.

This section does not apply to Alice M. Worsley School. All students at this site are incarcerated and fall under the jurisdiction of the Fresno County Probation Department. While on the facility, all students are required to wear uniformed apparel, and therefore, there are no concerns regarding gang-related attire.

Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School

Ed. Code, § 32282, subd.(a)(2)(G)

School Site: 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

Ed. Code, § 32282, subd.(a)(2)(I)

School Site: 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 interventions. When choosing between different intervention 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

Ed. Code, § 32282, subd.(a)(2)(H)

School Site: 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, educational partner 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 30 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 probation to hold up to 10 school and parent evening meetings per school year. 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.

Please provide three goals for the school culture at your site.

1. Increase parent-school engagement levels and opportunities.

2. By data year 2025-2026, increase our student attendance rate to above 95%.

3. By data year 2025-2026 decrease our student suspension rate to below 7%.

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". 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

Ed. Code, § 32282, subd.(a)(2)(J)

School Site: Alice M. Worsley

Please define your site's procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and school-related functions. You may leave out any tactical response protocols that may jeopardize site safety. This may include lockdown procedures and other responses. Also refer to the Standardized Emergency Management System and Safe School Leadership Team. Refer to position titles when duties are assigned to specific individuals. Use clear and concise language and avoid using passwords or passcodes to prevent confusion. Use a numbered list to show instructions in the order that they should be followed.

Redacted per Ed. Code, § 32281, subd.(f)(1)

BEHAVIORAL THREAT ASSESSMENT

A Guide for Schools

- Youth violence is preventable.
- People who hurt themselves or others, typically show warning signs before they carry out an act of violence.
- Behavioral threat assessment assesses threats of potentially harmful or lethal behavior and determines the level of concern and what actions or next steps are required. Resources and strategies are organized to manage situations involving people that pose threats to others and the overall goal is to prevent violence, promote inclusivity, connect with kids, and maintain a sense of psychological safety within the community.

KNOW THE SIGNS

Behavioral Indicators

- A shift towards a threat of extreme aggression or violence
- Threatening communications suggesting a potential violent attack (e.g., planning details, ongoing consideration of an attack)
- Indications of a specific target, or targets
- Indications of a motive, goal, or justification for a serious attack
- Indications of behavior that increase the possibility of violence occurring (e.g. a plan, acquiring /attempting to acquire or researching weapons, rehearsing the event, scheduling the attack)
- Actions and behaviors are consistent with communication- threats are accompanied with behaviors, motives, target, etc.
- Peer collaboration (Peers aware of or concerned about attack or recruiting peers or peer encouragement)
- Expressing thoughts of harming self or others
- Direct threats to others/place/selves, expressing a threat as a plan

Possible Life Situations

- Family dysfunction
- Academic failure
- Social crisis
- Suicidal ideation

Other Possible Signs

- Indications of suicidal thoughts
- Emotional coping reserves decreasing/low
- Sudden withdrawal from friends, family and activities
- Bullying
- Excessive irritability, lack of patience, quick to anger
- Chronic loneliness or social isolation
- Bragging about access to guns or weapons

**While this list of behavioral indicators could serve as a "red flag" for a potential violent incident, not all students who display these behaviors will commit a violent act, and conversely, there is potential for a student to commit a violent act without the presence of these characteristics. Please consult a trained staff member or law enforcement to discuss any concerns. Call 911 immediately if you or anyone else is in imminent danger.

Salem Keizer Cascade Model- Student Threat Assessment System- Risk Indicators

WHAT TO DO

Connect •••••• Creativity •••••••• Calm •••••••• Choices ••••• Compassion

- Establish ongoing, sincere, and trusting relationships with youth built upon regular, quality communications.
- Be sensitive to the stressors influencing children and provide timely intervention support.
- Be alert for, and promptly respond to issues such as: detachment, withdrawal, threats, disciplinary issues, interests/preoccupation with weapon, bombs, violent forms of "entertainment", abuse of animals, suicide threats or attempts, self-mutilations, etc.
- Talk to children honestly and, if necessary, seek professional help BEFORE a crisis!

Schoolsecurity.org

PROCESS

Contact your Threat Assessment Level 1 Site Team.

Team to review and determine if Level 1 assessment is needed.

If Level 1 is needed, complete assessment with Site Team and implement interventions.

If unfounded concern, team completes Threat Response Dismissal form.

*Team to determine if Level 2 assessment is needed. If so, complete assessment.

Maintain safety at **all** levels.

SAFETY FIRST

*This process follows the Salem Keizer Cascade Threat Assessment Model. Each district may follow a different process, please work with your adminnistration and threat assessment team to follow the appropriate process for your district.

RESOURCES

If you are concerned, don't wait, reach out now!
It's better to get help early than to wait until there is a crisis.

ASSESSMENT FORMS

ONLINE RESOURCES

BEHAVIORAL THREAT ASSESSMENT TEAM

If your district is in need of support or resources for a behavioral threat assessment, please contact the Pupil Personnel Services (PPS) department at FCSS.

Farah McGovern, Lead School Psychologist
fmcgovern@fcoe.org
Trish Small, Senior Director
tsmall@fcoe.org

PPS Department: 559-265-3001

Appendix B

Beth Ramacher Educational Complex

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Facilities
EMERGENCY PROCEDURES

Policy Statement

The Fresno County Superintendent of Schools (FCSS) is committed to maximizing student and employee safety and believes that having consistent planned responses to various types of situations creates a safer environment. Therefore, this shall be the internal procedure for emergencies.

QUICK LINKS

Non-Emergency Numbers and Medical Facilities

Power Outage Procedure

Earthquake Procedure

Emergency Fire Procedure

Bomb Threat Call Instructions

Disaster Response Kits

Active Assailant Procedure

Evacuation Procedure

Defibrillator Policy

The FCSS has prepared these procedures to be applicable to all locations for consistency of response and as the minimum planning necessary. Each site is encouraged to create more detailed plans with tactical information as appropriate to the sites specific location, use, and physical attributes. Additionally, the FCSS annually prepares a Comprehensive School Safety Plan (CSSP) that covers all school sites operated by the FCSS. These emergency procedures are included in each school sites' portion of the CSSP.

The procedures listed in the quick links above are to be adhered to in the event of an emergency, disaster, or crisis situation. A copy of each procedure will be listed in a flip chart and posted in easily visible and accessible locations.

In the rare event of a state disaster, the State may call upon FCSS to assist in handling a state crisis. For more information, see SOP #1314: The Notice To Employees of Disaster Worker Status and Procedures for Administering Oath.

References

Superintendent and Board Policy No. 0450 – Comprehensive Safety Plan

Administrative Regulation No. 0450 – Comprehensive Safety Plan

Effective: 01/13/1997
Revised: 10/09/2013, 03/06/2024

NON-EMERGENCY NUMBERS AND MEDICAL FACILITIES
SIP 7000-006: Emergency Procedures

IN CASE OF AN EMERGENCY, DIAL 911	
Non-Emergency Numbers	
American Ambulance	(559) 443-5900
Fresno Fire Department	(559) 621-4000
Fresno Police Department	(559) 621-7000
Fresno County Sheriff	(559) 600-8400
Poison Control	(800) 222-1222
Employee Injury/Illness	(844) 752-0415
CAL OSHA	(559) 445-5302
Facilities & Operations Department	(559) 497-3705
CIS Security (Downtown)	(559) 360-7234
CIS Security Dispatch	(559) 495-3000
MEDICAL TREATMENT FACILITIES	
Concentra Urgent Care Facilities	
7265 N. First St., Suite 105 Fresno, CA 93720	(559) 431-8181
2555 S. East Ave. Fresno, CA 93706	(559) 499-2400
Saint Agnes Occupational Health Center	
7202 N. Millbrook Ave., Suite 108 Fresno, CA 93720	(559) 450-7777

Version #1

POWER OUTAGE PROCEDURE
SIP 7000-0006: Emergency Procedures

In the event of a power outage:

1. Remain at or return to your work area.

2. Shut off all equipment.

3. Do not wander around or leave the building.

4. Await further instruction from authorized personnel.

EARTHQUAKE PROCEDURE
SIP 7000-006: Emergency Procedures

DURING an earthquake:

1. STAY CALM

2. DROP, COVER, & HOLD ON!

   Drop to the floor and take cover under a sturdy desk or table. Cover your head with your arms and hold on to the desk/table, even if it moves. If a table is not available, be sure to cover your head and keep it protected. Stay away from glass windows.

AFTER an earthquake assess the situation:

1. Check for safety in order to determine if you need to evacuate the building.

   If evacuating the building, follow the Evacuation Procedure.

2. Check for injuries and determine if you or others need first aid.

   If first aid is needed, locate your area's first aid kit and begin first aid.

3. Await further instruction from authorized personnel.

EMERGENCY FIRE PROCEDURE
SIP 7000-006: Emergency Procedures

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 from a safe distance (typically about 8 feet), if possible. Utilize the PASS method:

    Pull the pin in the handle
    Aim the nozzle at the base of the fire
    Squeeze the lever slowly
    Sweep from side to side

4. If unable to put out the fire, evacuate the building immediately, closing doors on your way out. Follow the **Evacuation Procedure.**

If the fire is NOT in your area:

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

BOMB THREAT CALL INSTRUCTIONS
SIP 7000-006: Emergency Procedures

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.

DISASTER RESPONSE KITS
SIP 7000-006: Emergency Procedures

Disaster Response Kits are provided and checked monthly by the Facilities & Operations Department at the Van Ness and Towers sites (Downtown). 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.

Disaster Response Kit Locations Downtown:

Van Ness Building
1st Floor: Room 127
2nd Floor: Room 234 & Lunchroom
3rd Floor: Room 326

Towers Building
1st Floor: Hallway next to 101
2nd Floor: Room 211
3rd Floor: Room 316
4th Floor: Room 418
5th Floor: Room 519
6th Floor: Room 617
7th Floor: Room 722
8th Floor: Room 814

Other Locations – See site administrator

ACTIVE ASSAILANT PROCEDURE
SIP 7000-006: Emergency Procedures

FCSS employees are empowered to take any necessary actions in the event of an active assailant. This options based strategy follows the principals of Run, Hide, Fight

> **Run** to safety when there is an active threat
> **Hide** if escape is not possible
> **Fight** only as a last resort and if your life is in danger

1. **Run** to safety when there is an active assailant.

   - If there is considerable distance between you and the assailant, quickly move away from the sound of the gunfire/assailant. If the assailant is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
   - Leave your belongings behind.
   - Keep your hands visible to law enforcement.
   - Take others with you, but do not stay behind because others will not go.
   - Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the assailant.

2. **Hide** silently in as safe a place as possible.

   - If the assailant is in close proximity and you cannot evacuate safely, hide in an area out of view.
   - Choose a hiding place with thicker walls and fewer windows, if possible.
   - Lock doors and barricade with furniture, if possible.
   - Turn off lights.
   - Silence phones and turn off other electronics.
   - Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
   - If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.
   - Remain in place until the area has been cleared and you are instructed by authorized personnel.

3. **Fight** to disrupt or incapacitate the assailant

   - As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
   - Attempt to incapacitate or disrupt the actions of the assailant.
   - Act with physical aggression toward the assailant.
   - Use items in your area such as fire extinguishers or chairs.
   - Throw items at the assailant if possible.
   - Call 911 when it is safe to do so.

4. After the incident, wait for law enforcement to assist you out of the building if inside. Display empty hands with open palms when law enforcement arrives.

**Fresno County
Superintendent of Schools**

EVACUATION PROCEDURE
SIP 7000-006: Emergency Procedures

Upon an evacuation alert:

1. Do not use elevators.

2. Using the nearest stairs (if applicable) and doors, proceed directly to the designated assembly area. Close doors behind you.

3. Be sure to take purses, wallets, or other personal valuables with you, if safe to do so.

4. Do not attempt to reenter the building until instructed.

5. Keep clear of all emergency vehicles and equipment.

6. If unable to descend the stairs, remain in the stairwell until help arrives.

7. Upon evacuating the building, immediately gather with employees located in your work area and/or building floor to determine if anyone is missing and report to your site's designated evacuation coordinator.

8. Remain in the designated assembly area until further instructions are received.

DEFIBRILLATOR POLICY
SIP 7000-006: Emergency Procedures

1. An Automated External Defibrillator (AED) is to be used on an unconscious person without signs of circulation to increase the immediate chance of survival of the victim.

2. The procedure for defibrillation will be attached to each AED and sent to employees annually.

3. Following use of the AED, notify the Senior Director of Health Services.

4. The AED battery and pad expiration date are to be checked monthly by the maintenance staff. The Health Services staff check AED operation every six months.

AED Locations:

Van Ness Building
1st Floor - by Elevator
2nd Floor - Outside room 270
3rd Floor - by Elevator

Towers Building
1st Floor - Hallway next to 101
3rd Floor - by Elevator
4th Floor - by Elevator
5th Floor - by Elevator
6th Floor - by Elevator
7th Floor - by Elevator
8th Floor - by Elevator

Other Locations
CTE/ROP
Health Services
Kermit Koontz Education Complex
Migrant Education
Monte Vista
Ramacher
Sutherland
Scout Island
Violet Heintz Education Academy

Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher
Superintendent

Phone Directory

School Site: Ramacher

Please list names in alphabetical order by last name.

Last Name	First Name	Office/ Room #	Phone Number	Agency Name (If not FCSS Employee)
Allen	Rebecca	13		
Burnett	Allen	1404		
Butts	Mike	Office		
Chavez	Monica	10		
Chuhlantseff	Susanne	16		
Coplin	Stephanie	Nurse		
Dunn	Julie	13		
Duyst	Zarah	3		
Elliott	Matt	2		
Falcon	Maria	4		
Farr	Laura	9		
Goodell	Lisa	9		
Hernandez	Liliana	7		
Holt	Shawna	11		
Klassen	Nancy	9		Redacted per Ed. Code, § 32281, subd.(f)(1)
Lail	Harbinder	12		
Lea	Sandra	9		
Licona	Sofia	Ofice		
Light	Holly	9		
McAbee	Sandra	9		
Navarro	Crystal	15		
Penn	Natasha	7		
Perez	Gloria	Kitchen		
Peterson	John	7		
Puente	Allyson	7		
Puopolo	Anthony	7		
Quevedo	Melissa	11		
Ramirez	Cynthia	29		
Richardson	Skya	9		
Rodriguez	Brendaly	K3		
Rodriquez	Michelle	Headstart		
Slover	Aubrey	8		
Smith	Bracken	14		
Thornburg	Laura	6		

Toranian	Marina	7	
Trillo	Esther	Nurse	
Valladares	Erika	9	
Vasquez	Jami	Office	
Vasquez	Liz	5	
Washington	Myron	14	
West	Karen	9	
Wiebe	Randi	9	
Wilkerson	William	1	
Yang	Nue	Nurse	
Zevallos	Emily	9	

**Fresno County
Superintendent of Schools**

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.

```
                    MANAGEMENT/COMMAND
        ┌──────────────┬──────────────┬──────────────┐
   Operations    Planning /      Logistics      Finance /
                 Intelligence                   Administration
```

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.

```
                    MANAGEMENT/COMMAND
                     Incident Commander

           Safety Officer     Public Information Officer (PIO)
           Liaison Officer

   ┌──────────────┬──────────────┬──────────────┐
   Operations    Planning /      Logistics      Finance /
   Site Security  Intelligence   Supplies/Facilities  Administration
   Search & Rescue Situation Status  Staffing    Recordkeeping
   Medical        Documentation   Transportation
   Student Care                   Communications
   Student Release
```

Guidelines for Staffing SEMS Positions in FCSS

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.

Fresno County Superintendent of Schools

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:		**PREPARED ON:**
FROM: Date:	**To:** 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.

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):**

INCIDENT ACTION PLAN

School/Site:

FOR OPERATIONAL PERIOD:

		PREPARED ON:
FROM: Date:	**To:** Date:	Date:
Time:	Time:	Time:

MANAGEMENT STAFF	OPERATIONS SECTION
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:

PLANNING SECTION	LOGISTICS SECTION
Planning Section Chief:	Logistics Section Chief:
Situation Analysis Unit:	Supplies/Facilities Unit:
Documentation Unit:	Staffing Unit:
	Communications Unit:
	Transportation Unit:

AGENCY REPRESENTATIVES	FINANCE & ADMIN SECTION
	Finance Section Chief:
	Recordkeeping Unit:
Approved by:	**Prepared by:**

☐ If additional space is needed, ✓ box and use reverse side of this sheet.

SECTION TASKS	School/Site:	
FOR OPERATIONAL PERIOD:		**PREPARED ON:**
FROM: Date:	**To:** Date:	Date:
Time:	Time:	Time:

MANAGEMENT SECTION	PERSON ASSIGNED TO:

PUBLIC INFORMATION OFFICER STAFF	PERSON ASSIGNED TO:

OPERATIONS SECTION	PERSON ASSIGNED TO:

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.

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

Incident Check-in Roster	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.)**
Prepared by:			

LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)			
ORGANIZATION/AGENCY	NAME	LOCATION	CONTACT NUMBER

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		
	Program Assistant	Jami Vasquez		
Operations	Custodian	Law Lee		
	Custodian	Beto Zermeno		
	RN - School Nurse	Esther Trillo		
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				

Redacted per Ed. Code, § 32281, subd.(f)(1)

BETH RAMACHER EDUCATIONAL COMPLEX

School Site	Primary ICP Location	Secondary ICP Location

Reunification Plan
Instructions

School Site BETH RAMACHER EDUCATIONAL COMPLEX
_____

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 - Office Assistant	parent contact/child release
Esther Trillo - RN	Nue Yang - LVN	student/staff medical care
Mike Butts - Principal	Matt Elliott - Teacher	evacuation/overall implementation
Law Lee - Custodian	George "Beto" Zermeno - PM Custodian	monitor visitor/parent entry
Greg Vann - Para	Gloria Perez - Food Assistant	student nutritional needs
Miguel Licona - Spanish		
Nue Yang - Hmong		

Date 1/24/25 _____

Fresno County Superintendent of Schools

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.**

Fresno County Superintendent of Schools

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

Date _____

Plan Exercise Checklist

All staff shall be trained on the comprehensive school safety plan. (Ed. Code, § 32280)

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. (Ed. Code, § 32282, subd.(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. (Ed. Code, § 32001)

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			

Instructional Continuity

Section Ed. Code, § 32282, subd.(a)(3)(A)

School Site: **Ramacher**

In the event of an emergency that causes disruption to in-person instruction, as soon as reasonably possible but no later than 5 calendar days, FCSS school sites will establish two-way communication with pupils and their families. Existing communication tools will be used to provide support to families and identify and provide support for social-emotional, mental health and academic needs.

Describe what communication tools will be used to establish two-way communication with pupils and their families.
Parent Square is/will be utilized by staff to keep parents informed of any incidents, actions, or emergencies.   Individual teachers will make calls to parents, send Parent Square messages, and/or use other tools to communicate.   Administration/office staff will send information home with students via printed letters, through the US mail, and via Parent Square.   Office staff will be available via phone or in person to answer parent inquiries (dependent on nature of the emergency).

In the event of an emergency that causes disruption to in-person instruction, as soon as reasonably possible but no later than 10 instruction days after the emergency, FCSS school sites will provide access to in-person instruction or remote instruction.

Describe the site-specific plan to meet instructional standards to those applicable to independent study programs within the required deadline.
1. Administration and/or teachers will inform parents of the nature of the situation and the instructional plan.   2. Staff will gather information from individual parents regarding their access to internet services and technology needs.   3. Options for instruction will include: virtual lessons, virtual or phone conferences with teacher, paper packets, and access to online curriculum via individual student login.   4. Families will submit paper work packets weekly and teachers will verify student participation in virtual lessons and in the web-based curriculum.   Note: If possible or necessary, in-person instruction may be provided at an alternate location.

Gang-Related Apparel

School Site: <u>Ramacher</u>

Section Ed. Code, § 32282, subd.(a)(2)(F)

> Please define all "gang-related apparel" that pupils are prohibited from wearing at your site, if any. "Gang-related apparel" is defined as apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Subjected to Superintendent or Designee review and approval and date.

The following are examples of prohibited gang-related apparel, subject to review and approval by the Superintendent or designee:

1) Clothing with Gang-Related Symbols or Logos - Clothing that features specific numbers, letters, logos, or images associated with known gangs (e.g., certain sports team logos, graffiti-style writing, or specific numerical patterns;

2) Specific Colors or Color Combinations - Consistent display of particular colors or combinations of colors (e.g., red, blue, or black/white combinations) known to represent gang affiliation;

3) Bandanas and Headgear - Bandanas or similar items worn in a manner associated with gang culture (e.g., folded and displayed from pockets, tied around the head);

4) Jewelry and Accessories - Jewelry with emblems, symbols, or designs linked to gang culture (e.g., specific chains, medallions, or belt buckles);

5) Altered or Marked Clothing - Clothing that has been altered to display gang-affiliated markings, such as adding patches, embroidery, or graffiti-style designs;

6) Shoes or Laces in Gang-Specific Colors - Shoes or laces that prominently display gang-affiliated colors or symbols;

7) Tattoos or Body Art - Visible tattoos or temporary markings that indicate gang affiliation.

Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School

Ed. Code, § 32282, subd.(a)(2)(G)

School Site: Ramacher

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 using the Verkada system (tablet) and staff will be called to receive 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; parent will sign out the student using the Verkada system (tablet).
4. If students are dropped off or picked during normal arrival/departure times, parent/guardian will go directly to classroom or meet staff at front school as agreed upon.
5. Classroom teachers or para-educators 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.

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 three designated loading and unloading zones clearly marked at the front of the school.
2. Teachers and para-educators 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, except for designated drop off/pick up times.
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 staff member come to the front to meet them.
4. Upon leaving, visitor signs out at the front desk.
5. If visitors are on site without a visitors badge, staff will redirect them to the main office.
6. Parents delivering or picking up children from the Head Start Program must go straight to the classroom and exit the campus immediately after picking up or dropping off their child if it within those designated times when the gates are unlocked. During the instructional day, Head Start parents/visitors must go through the school main office.

FCSS Staff: all staff must sign-in and out at the front office and will wear their issued work badge.

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. All regular staff members and FCSS employees, including teachers, para-educators, nurses, office staff, kitchen staff, custodians, related service providers and administration are required to sign in & out at the table in the main office hallway whenever they arrive to or depart from campus.

Substitute Teachers, Para-educators and LVN Sign In and Out Procedures:

1. All substitute teachers and paraprofessionals sign in and out in the main office using the Verkada system (tablet).

**Fresno County
Superintendent of Schools**

Site-Specific Discipline Rules/Policies

Ed. Code, § 32282, subd.(a)(2)(I)

School Site: Ramacher

Please list any discipline rules/policies that are specific to your site. Attach additional pages as necessary.

Ramacher utilizes a positive behavior support system and approved behavior interventions as determined by individual student plans. Ramacher adheres to Ed. Code 48900. Except in extreme situations, students are rarely suspended.

Discipline is primarily implemented at the classroom level using teacher-driven management plans that take into account individual student needs.

Site's Discussion on Safe and Orderly Environment Conducive to Learning

Ed. Code, § 32282, subd.(a)(2)(H)

School Site: Ramacher

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 principal, program secretary, school psychologist, one classroom paraeducator, two classroom teachers, a nurse and a parent.

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.
7. Relevant crime statistics are reported to the Safety & Risk Manager in the Office of the Fresno County Superintendent. 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 two 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. One student attending the center has nurse attendant (1:1 LVN) to support individual medical needs throughout the day. This is 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 7 teachers for severely disabled, eightteen paraeducators for ESN, 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, five school psychologists for the (ESN, ED, PIP, DHH) programs, two administrative support personnel, two custodians, one food service technician, one principal, three 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, 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 80 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 tactical response 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 reinforcement 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:
• Back-to-School Night
• Winter Dance
• Science Fair
• Valentine Dance
• Movie Night
• Spring Open House
• Kids' Day
• Prom
• Easter Egg Hunt
• Ice Cream Contest

Please provide three goals for the school culture at your site.

1. Continue hosting parent trainings and invite parents to school events.

2. Distribute School Climate Survey to stakeholders; evaluate findings and plan accordingly.

3. Implement regular community partnership opportunities 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. Ramacher was built in 1972 at the North Hughes Avenue location. (It had the distinction of being the first center public education school for severe disabilities to be built in Fresno County.) 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 cognitive, behavioral, and medical challenges. 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 original main building has six classrooms, a nurse's office, lounge, conference room, men's and women's restrooms, 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 - 14). These classrooms were replaced in Fall 2024 with new portables. An outdoor learning classroom was also added to campus in Fall 2024. In 2003, the Fresno County Superintendent of Schools added the south wing that includes five classrooms (rooms 7 - 11) and a Head Start building to the Ramacher campus. In 2004, another 2-room building was added (rooms 15 & 16). Transportation is provided for students through a combination of contracted transportation, district provided transportation, and parents.

Ramacher School is located at the southwest edge of the City of Fresno near the Chaffee Zoo. The fifty-three 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 rarely used by other agencies and community services. 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 modem 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.

General Campus Safety: all gates and the front door are locked during the instructional day; they are only unlocked during the designated drop-off and pick-up times for a given day. All staff, parents, and visitors must ring in at the front office when during the locked entry times (except for staff having keys to the door or gates).

Please provide three goals for your site's physical condition.

1. Trim trees so that branches do not hang over buildings.

2. Replace pre-school play structure.

3. Complete installation of sound booth in Room 14.

Tactical Response Protocols

Ed. Code, § 32282, subd.(a)(2)(J)

School Site: Ramacher

Please define your site's procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and school-related functions. You may leave out any tactical response protocols that may jeopardize site safety. This may include lockdown procedures and other responses. Also refer to the Standardized Emergency Management System and Safe School Leadership Team. Refer to position titles when duties are assigned to specific individuals. Use clear and concise language and avoid using passwords or passcodes to prevent confusion. Use a numbered list to show instructions in the order that they should be followed.

Redacted per Ed. Code, § 32281, subd.(f)(1)

BEHAVIORAL THREAT ASSESSMENT

A Guide for Schools

- Youth violence is preventable.
- People who hurt themselves or others, typically show warning signs before they carry out an act of violence.
- Behavioral threat assessment assesses threats of potentially harmful or lethal behavior and determines the level of concern and what actions or next steps are required. Resources and strategies are organized to manage situations involving people that pose threats to others and the overall goal is to prevent violence, promote inclusivity, connect with kids, and maintain a sense of psychological safety within the community.

KNOW THE SIGNS

Behavioral Indicators

- A shift towards a threat of extreme aggression or violence
- Threatening communications suggesting a potential violent attack (e.g., planning details, ongoing consideration of an attack)
- Indications of a specific target, or targets
- Indications of a motive, goal, or justification for a serious attack
- Indications of behavior that increase the possibility of violence occurring (e.g. a plan, acquiring /attempting to acquire or researching weapons, rehearsing the event, scheduling the attack)
- Actions and behaviors are consistent with communication- threats are accompanied with behaviors, motives, target, etc.
- Peer collaboration (Peers aware of or concerned about attack or recruiting peers or peer encouragement)
- Expressing thoughts of harming self or others
- Direct threats to others/place/selves, expressing a threat as a plan

Possible Life Situations

- Family dysfunction
- Academic failure
- Social crisis
- Suicidal ideation

Other Possible Signs

- Indications of suicidal thoughts
- Emotional coping reserves decreasing/low
- Sudden withdrawal from friends, family and activities
- Bullying
- Excessive irritability, lack of patience, quick to anger
- Chronic loneliness or social isolation
- Bragging about access to guns or weapons

**While this list of behavioral indicators could serve as a "red flag" for a potential violent incident, not all students who display these behaviors will commit a violent act, and conversely, there is potential for a student to commit a violent act without the presence of these characteristics. Please consult a trained staff member or law enforcement to discuss any concerns. Call 911 immediately if you or anyone else is in imminent danger.

Salem Keizer Cascade Model- Student Threat Assessment System- Risk Indicators

WHAT TO DO

Connect • • • • • Creativity • • • • • • • • Calm • • • • • • • • • Choices • • • • • Compassion

- Establish ongoing, sincere, and trusting relationships with youth built upon regular, quality communications.
- Be sensitive to the stressors influencing children and provide timely intervention support.
- Be alert for, and promptly respond to issues such as: detachment, withdrawal, threats, disciplinary issues, interests/preoccupation with weapon, bombs, violent forms of "entertainment", abuse of animals, suicide threats or attempts, self-mutilations, etc.
- Talk to children honestly and, if necessary, seek professional help BEFORE a crisis!

Schoolsecurity.org

PROCESS

Contact your Threat Assessment Level 1 Site Team.

Team to review and determine if Level 1 assessment is needed.

If Level 1 is needed, complete assessment with Site Team and implement interventions.

If unfounded concern, team completes Threat Response Dismissal form.

*Team to determine if Level 2 assessment is needed. If so, complete assessment.

Maintain safety at **all** levels.

SAFETY FIRST

*This process follows the Salem Keizer Cascade Threat Assessment Model. Each district may follow a different process, please work with your administration and threat assessment team to follow the appropriate process for your district.

RESOURCES

If you are concerned, don't wait, reach out now!
It's better to get help early than to wait until there is a crisis.

ASSESSMENT FORMS

ONLINE RESOURCES

BEHAVIORAL THREAT ASSESSMENT TEAM

If your district is in need of support or resources for a behavioral threat assessment, please contact the Pupil Personnel Services (PPS) department at FCSS.

Farah McGovern, Lead School Psychologist
fmcgovern@fcoe.org
Trish Small, Senior Director
tsmall@fcoe.org

PPS Department: 559-265-3001

Appendix C

Career Technical Education
Charter High School

at Kermit Koontz Education Complex

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Facilities
EMERGENCY PROCEDURES

Policy Statement

The Fresno County Superintendent of Schools (FCSS) is committed to maximizing student and employee safety and believes that having consistent planned responses to various types of situations creates a safer environment. Therefore, this shall be the internal procedure for emergencies.

QUICK LINKS

Non-Emergency Numbers and Medical Facilities

Power Outage Procedure

Earthquake Procedure

Emergency Fire Procedure

Bomb Threat Call Instructions

Disaster Response Kits

Active Assailant Procedure

Evacuation Procedure

Defibrillator Policy

The FCSS has prepared these procedures to be applicable to all locations for consistency of response and as the minimum planning necessary. Each site is encouraged to create more detailed plans with tactical information as appropriate to the sites specific location, use, and physical attributes. Additionally, the FCSS annually prepares a Comprehensive School Safety Plan (CSSP) that covers all school sites operated by the FCSS. These emergency procedures are included in each school sites' portion of the CSSP.

The procedures listed in the quick links above are to be adhered to in the event of an emergency, disaster, or crisis situation. A copy of each procedure will be listed in a flip chart and posted in easily visible and accessible locations.

In the rare event of a state disaster, the State may call upon FCSS to assist in handling a state crisis. For more information, see SOP #1314: The Notice To Employees of Disaster Worker Status and Procedures for Administering Oath.

References

Superintendent and Board Policy No. 0450 – Comprehensive Safety Plan

Administrative Regulation No. 0450 – Comprehensive Safety Plan

Effective: 01/13/1997
Revised: 10/09/2013, 03/06/2024

NON-EMERGENCY NUMBERS AND MEDICAL FACILITIES
SIP 7000-006: Emergency Procedures

IN CASE OF AN EMERGENCY, DIAL 911	
Non-Emergency Numbers	
American Ambulance	(559) 443-5900
Fresno Fire Department	(559) 621-4000
Fresno Police Department	(559) 621-7000
Fresno County Sheriff	(559) 600-8400
Poison Control	(800) 222-1222
Employee Injury/Illness	(844) 752-0415
CAL OSHA	(559) 445-5302
Facilities & Operations Department	(559) 497-3705
CIS Security (Downtown)	(559) 360-7234
CIS Security Dispatch	(559) 495-3000
MEDICAL TREATMENT FACILITIES	
Concentra Urgent Care Facilities	
7265 N. First St., Suite 105 Fresno, CA 93720	(559) 431-8181
2555 S. East Ave. Fresno, CA 93706	(559) 499-2400
Saint Agnes Occupational Health Center	
7202 N. Millbrook Ave., Suite 108 Fresno, CA 93720	(559) 450-7777

Version #1

POWER OUTAGE PROCEDURE
SIP 7000-0006: Emergency Procedures

In the event of a power outage:

1. Remain at or return to your work area.

2. Shut off all equipment.

3. Do not wander around or leave the building.

4. Await further instruction from authorized personnel.

EARTHQUAKE PROCEDURE
SIP 7000-006: Emergency Procedures

DURING an earthquake:

1. STAY CALM

2. DROP, COVER, & HOLD ON!

    Drop to the floor and take cover under a sturdy desk or table. Cover your head with your arms and hold on to the desk/table, even if it moves. If a table is not available, be sure to cover your head and keep it protected. Stay away from glass windows.

AFTER an earthquake assess the situation:

1. Check for safety in order to determine if you need to evacuate the building.

    If evacuating the building, follow the Evacuation Procedure.

2. Check for injuries and determine if you or others need first aid.

    If first aid is needed, locate your area's first aid kit and begin first aid.

3. Await further instruction from authorized personnel.

EMERGENCY FIRE PROCEDURE
SIP 7000-006: Emergency Procedures

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 from a safe distance (typically about 8 feet), if possible. Utilize the PASS method:

   Pull the pin in the handle
   Aim the nozzle at the base of the fire
   Squeeze the lever slowly
   Sweep from side to side

4. If unable to put out the fire, evacuate the building immediately, closing doors on your way out. Follow the **Evacuation Procedure.**

If the fire is NOT in your area:

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

BOMB THREAT CALL INSTRUCTIONS
SIP 7000-006: Emergency Procedures

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.

**Fresno County
Superintendent of Schools**

DISASTER RESPONSE KITS
SIP 7000-006: Emergency Procedures

Disaster Response Kits are provided and checked monthly by the Facilities & Operations Department at the Van Ness and Towers sites (Downtown). 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.

Disaster Response Kit Locations Downtown:

Van Ness Building
1st Floor:	Room 127
2nd Floor:	Room 234 & Lunchroom
3rd Floor:	Room 326

Towers Building
1st Floor:	Hallway next to 101
2nd Floor:	Room 211
3rd Floor:	Room 316
4th Floor:	Room 418
5th Floor:	Room 519
6th Floor:	Room 617
7th Floor:	Room 722
8th Floor:	Room 814

Other Locations – See site administrator

ACTIVE ASSAILANT PROCEDURE
SIP 7000-006: Emergency Procedures

FCSS employees are empowered to take any necessary actions in the event of an active assailant. This options based strategy follows the principals of Run, Hide, Fight

> **Run** to safety when there is an active threat
> **Hide** if escape is not possible
> **Fight** only as a last resort and if your life is in danger

1. **Run** to safety when there is an active assailant.

   - If there is considerable distance between you and the assailant, quickly move away from the sound of the gunfire/assailant. If the assailant is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
   - Leave your belongings behind.
   - Keep your hands visible to law enforcement.
   - Take others with you, but do not stay behind because others will not go.
   - Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the assailant.

2. **Hide** silently in as safe a place as possible.

   - If the assailant is in close proximity and you cannot evacuate safely, hide in an area out of view.
   - Choose a hiding place with thicker walls and fewer windows, if possible.
   - Lock doors and barricade with furniture, if possible.
   - Turn off lights.
   - Silence phones and turn off other electronics.
   - Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
   - If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.
   - Remain in place until the area has been cleared and you are instructed by authorized personnel.

3. **Fight** to disrupt or incapacitate the assailant

   - As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
   - Attempt to incapacitate or disrupt the actions of the assailant.
   - Act with physical aggression toward the assailant.
   - Use items in your area such as fire extinguishers or chairs.
   - Throw items at the assailant if possible.
   - Call 911 when it is safe to do so.

4. After the incident, wait for law enforcement to assist you out of the building if inside. Display empty hands with open palms when law enforcement arrives.

EVACUATION PROCEDURE
SIP 7000-006: Emergency Procedures

Upon an evacuation alert:

1. Do not use elevators.

2. Using the nearest stairs (if applicable) and doors, proceed directly to the designated assembly area. Close doors behind you.

3. Be sure to take purses, wallets, or other personal valuables with you, if safe to do so.

4. Do not attempt to reenter the building until instructed.

5. Keep clear of all emergency vehicles and equipment.

6. If unable to descend the stairs, remain in the stairwell until help arrives.

7. Upon evacuating the building, immediately gather with employees located in your work area and/or building floor to determine if anyone is missing and report to your site's designated evacuation coordinator.

8. Remain in the designated assembly area until further instructions are received.

DEFIBRILLATOR POLICY
SIP 7000-006: Emergency Procedures

1. An Automated External Defibrillator (AED) is to be used on an unconscious person without signs of circulation to increase the immediate chance of survival of the victim.

2. The procedure for defibrillation will be attached to each AED and sent to employees annually.

3. Following use of the AED, notify the Senior Director of Health Services.

4. The AED battery and pad expiration date are to be checked monthly by the maintenance staff. The Health Services staff check AED operation every six months.

AED Locations:

Van Ness Building
1st Floor - by Elevator
2nd Floor - Outside room 270
3rd Floor - by Elevator

Towers Building
1st Floor - Hallway next to 101
3rd Floor - by Elevator
4th Floor - by Elevator
5th Floor - by Elevator
6th Floor - by Elevator
7th Floor - by Elevator
8th Floor - by Elevator

Other Locations
CTE/ROP
Health Services
Kermit Koontz Education Complex
Migrant Education
Monte Vista
Ramacher
Sutherland
Scout Island
Violet Heintz Education Academy

Phone Directory

School Site: Career Technical Education Charter High School

Please list names in alphabetical order by last name.

Last Name	First Name	Office/ Room #	Phone Number	Agency Name (If not FCSS Employee)
Adjemian	Manik	204		
Arredondo-Perez	Blanca			
Bezemer	Kaden	401		
Brown	Mark	602		
Bruno	Salina	Admin. Bldg.		
Cabrera	Jamminlex	203		
Calderon	Kimberly	303		
Cantu	Adrian	702		
Capper	Anna	502		
Cavazos	Jacob	603		
Cole	Preston	402		
DeGough	Erin	off-site		
Delano	Jonathan	Admin. Bldg.		
DeLapp	John	302	**Redacted per Ed. Code, § 32281, subd.(f)(1)**	
Emerson	Brian	601A		
Frea	Mari	505		
Fulvio	Carina	504		
Geesey	Sam			
Gleason	Tessa			
Gomez	Eva			
Groft	Rachel	Admin. Bldg.		
Hudler	Gerald	604		
Jaramillo	Luz			
Jones	Emma	301		
Limdren	Casie	201		
Maga	Maybelle	401		
Martinez	Diego	401		
Martinez	Rick	505		
Martinez	Richard	Custodial		
McDonald	Vadal	Custodial		
Merrell	Alex	Admin. Bldg.		
Moua	Amy	Admin. Bldg.		
Noble	Nicholas			
Payne	Stephanie	403		

Riojas	Arnold	601
Rodriguez	Amanda	MPR
Saavedra	Juan	505
Sandez	Angelica	
Sandoval	Hilda	Admin. Bldg.
Sheldon	Bryan	202
Towner	Meagan	Admin. Bldg.
Van Dam	Julie	Nurse
Vargas	Jhosselyn	503
Villa	Damian	
Villarreal	Rolando	501
Volkov	Timofey	703

Redacted per Ed. Code, § 32281, subd.(f)(1)

Version 3.0 Updated 11/25/2024

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.

```
                    MANAGEMENT/COMMAND

  Operations     Planning /        Logistics      Finance /
                 Intelligence                     Administration
```

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.

```
                    MANAGEMENT/COMMAND
                     Incident Commander

            Safety Officer    Public Information Officer (PIO)
            Liaison Officer

  Operations          Planning /         Logistics          Finance /
  Site Security       Intelligence       Supplies/Facilities Administration
  Search & Rescue     Situation Status   Staffing           Recordkeeping
  Medical             Documentation      Transportation
  Student Care                           Communications
  Student Release
```

Guidelines for Staffing SEMS Positions in FCSS

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:		PREPARED ON:
FROM: Date:	**To:** 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.

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):

INCIDENT ACTION PLAN | School/Site:

FOR OPERATIONAL PERIOD: | **PREPARED ON:**

FROM: Date: To: Date: | Date:

Time: Time: | Time:

MANAGEMENT STAFF	OPERATIONS SECTION
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:

PLANNING SECTION	LOGISTICS SECTION
Planning Section Chief:	Logistics Section Chief:
Situation Analysis Unit:	Supplies/Facilities Unit:
Documentation Unit:	Staffing Unit:
	Communications Unit:
	Transportation Unit:

AGENCY REPRESENTATIVES	FINANCE & ADMIN SECTION
	Finance Section Chief:
	Recordkeeping Unit:

Approved by:	Prepared by:

☐ If additional space is needed, ✓ box and use reverse side of this sheet.

SECTION TASKS	School/Site:	
FOR OPERATIONAL PERIOD:		**PREPARED ON:**
FROM: Date: **To:** Date:		Date:
Time: Time:		Time:

MANAGEMENT SECTION	PERSON ASSIGNED TO:

PUBLIC INFORMATION OFFICER STAFF	PERSON ASSIGNED TO:

OPERATIONS SECTION	PERSON ASSIGNED TO:

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.

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

Incident Check-in Roster	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.)**
Prepared by:			

LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)			
ORGANIZATION/AGENCY	NAME	LOCATION	CONTACT NUMBER

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		
	Vice Principal	Rachel Groft		
Operations	Vice Principal	Rachel Groft		
	Director	Jonathan Delano		
Planning/Intelligence	Secondary Teacher	Bryan Sheldon		
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	Arnold Riojas		
	Custodian	Richard Martinez		

Redacted per Ed. Code, § 32281, subd.(f)(1)

Career Technical Education Charter
_____   _____   _____
School Site   **Primary ICP Location**   **Secondary ICP Location**

**Fresno County
Superintendent of Schools**

Reunification Plan
Instructions

School Site Career Technical

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	TBD, Registrar	A (Registration Desk)
Amy Moua, Content Specialist	Alex Merrell, School Psychologist	B (Reunification Team #1)
Jhosselyn Vargas, Spanish Teacher	Kimberly Calderon, Science Teacher	C (Reunification Team #2)
Bryan Sheldon-Math Teacher	Jammilex Cabrera, Mathematic Teacher	C (Reunification Team #2)
Rick Martinez, PE Teacher	Gerad Hudler, Construction Teacher	D (Release Form Location)
Anna Capper, English Teacher	Damian Villa CTE Paraeducator	D (Release Form Location)
Arnold Riojas, CTE Teacher	TBD, CTE Teacher	D (Release Form Location)
Juan Saavedra-SPED Teacher	Mari Frea, SPED Teacher	E (Reunification Location)
John DeLapp-Science Teacher	Carina Fulvio, English Teacher	E (Reunification Location)
Adrian Cantu-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	Rachel Groft, Vice Principal	Floater

Date 02/05/2025

Fresno County Superintendent of Schools

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.**

Fresno County Superintendent of Schools

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

Date _____

Plan Exercise Checklist

All staff shall be trained on the comprehensive school safety plan. (Ed. Code, § 32280)

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. (Ed. Code, § 32282, subd.(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. (Ed. Code, § 32001)

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			

Instructional Continuity

Section Ed. Code, § 32282, subd.(a)(3)(A)

School Site: **Career Technical Education Charter**

In the event of an emergency that causes disruption to in-person instruction, as soon as reasonably possible but no later than 5 calendar days, FCSS school sites will establish two-way communication with pupils and their families. Existing communication tools will be used to provide support to families and identify and provide support for social-emotional, mental health and academic needs.

Describe what communication tools will be used to establish two-way communication with pupils and their families.

To support families in the event of an emergency that causes a disruption to in-person instruction, CTEC will utilize its existing communication tools to establish and maintain two-way communication with pupils and their families. These tools will ensure that students receive academic, social-emotional, and mental health support while keeping parents and guardians informed of essential updates and resources.

Communication Tools for Two-Way Engagement
ParentSquare will serve as the primary communication platform for parents and guardians. t will be used to send real-time updates, emergency notifications, and general program information. Parents can receive messages via email, text, and app notifications to ensure accessibility. The platform allows for direct communication between school staff and families, ensuring questions and concerns are addressed in a timely manner.

Students will continue to use Microsoft Teams as a primary platform for academic and social-emotional support. The chat and voice call features within Teams will allow students to communicate with instructors, counselors, and support staff. Teachers will utilize Teams to conduct virtual classes, provide instructional materials, and facilitate discussions. Mental health professionals will be accessible via Teams for one-on-one check-ins and counseling sessions.

Google Classroom will remain an essential tool for instructional continuity, allowing students to access assignments, resources, and important announcements. Families will receive email and text notifications to keep them informed about their student's coursework and deadlines. Teachers will use the platform's commenting and messaging features to maintain ongoing communication with students and provide academic support.

Canvas will be used as an additional learning management system to facilitate program support. Students will be able to access lessons, submit assignments, and engage with instructors through discussion boards and messaging tools. Parents can monitor their child's progress and communicate with teachers through the parent portal.

Additional Support Measures
School administrators and support staff will be available through phone and email to address urgent concerns. Virtual office hours will be established to provide direct assistance to students and families. Automated call and text systems will be used for emergency alerts and critical information dissemination. By leveraging these established communication tools, CTEC ensures that students and families remain connected, supported, and informed during any emergency-related disruptions to in-person instruction.

In the event of an emergency that causes disruption to in-person instruction, as soon as reasonably possible but no later than 10 instruction days after the emergency, FCSS school sites will provide access to in-person instruction or remote instruction.

Describe the site-specific plan to meet instructional standards to those applicable to independent study programs within the required deadline.

CTEC's Site-Specific Plan for Instructional Continuity
In the event of an emergency that disrupts in-person instruction, CTEC will ensure that students continue to receive high-quality instruction, meeting the standards applicable to independent study programs. Within 10 instructional days of the emergency, CTEC will provide access to either in-person or remote instruction, ensuring a seamless transition that maintains academic rigor and program integrity.

Instructional Continuity Plan
High-Quality Instructional Materials
CTEC remains committed to delivering instructional content that upholds the rigorous academic and career technical education (CTE) standards students experience daily. Course materials, assignments, and assessments will continue to align with industry standards and state learning requirements. Digital textbooks, recorded lessons, and supplemental online resources will be provided to support independent learning.

Technology-Enabled Learning
Students will utilize the technology already allotted to them, including school-issued devices and software, to continue instruction without interruption. Technical support will be available to assist students and families in troubleshooting device or connectivity issues. Students without internet access will be provided with alternative solutions, such as mobile hot spots or offline learning materials.

Remote Learning Platforms
Microsoft Teams: Serves as the primary platform for virtual classroom instruction.
Provides students with access to live lessons, recorded lectures, and interactive discussions. Enables communication through chat and video conferencing for real-time support from instructors.
Google Classroom: Houses assignments, instructional materials, and announcements. Allows students to submit work digitally and receive timely feedback. Provides families with access to updates on student progress.

Canvas: Supports program-specific coursework and industry-related certifications. Encourages student engagement through discussion boards, quizzes, and interactive content. Offers direct messaging options for students to connect with instructors.

In-Person or Hybrid Instruction (As Applicable): If conditions allow, in-person instruction will resume for students who require hands-on learning experiences. For courses that rely on practical training, CTEC will explore safe, small-group instruction or lab access following health and safety guidelines. Hybrid models may be implemented, blending online instruction with scheduled in-person sessions when feasible.

Student Support Services: CTEC will provide ongoing academic, social-emotional, and technical support to students during the transition. Administration, instructors, and support staff will remain accessible via Microsoft Teams and email for one-on-one check-ins. Additional tutoring and remediation opportunities will be available for students needing extra assistance. By leveraging its robust technology infrastructure and well-established instructional platforms, CTEC will ensure that all students remain engaged in learning, meeting educational standards while adapting to emergency-related disruptions.

Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School

Section EC32282(a)(2)(G)

School Site: 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.

Daily Ingress/Egress Procedures for CTEC Campus

1. Arrival/Entry Points:
Parents & Visitors:
-Entry via the front office (east of Mariposa St.).
-Alternative entry through the parking lot north of the administrative building.
-Visitors must sign in with the Program Assistant and wear a visitor badge.

Campus Security: Monitors gates, parking lots, and campus grounds to ensure safety of students, staff, and visitors.
Parking: Over 80 parking spaces available around the perimeter of the campus for visitors.

2. Bus & Public Transportation:
CTEC does not provide bus transportation.
Nearest public transportation options:
-Route 32: Fresno St. & Hedges (one block west of CTEC campus).
-Route 35: Olive St. & Mariposa St. (two blocks south of CTEC campus).
Dual Enrollment Students: Can travel on the FAX bus for free.
-Non-Dual Enrollment Students: Contact the School Counselor for potential transportation support.

3. Student Drop-Off/Pick-Up:
Freshman & Sophomore Students:
Drop-off and pick-up on the west side of campus on Mariposa St.
Enter campus via the main gated entrance (Mariposa St.) or the north entrance through the staff parking lot.
Junior & Senior Students:
Drop-off and pick-up on Angus St. or in the Angus parking lot.
Entry via Angus St. or Floradora St.
Licensed Student Drivers:
Access parking lot off N. Angus St. (east side of campus).
Must display parking permit and have a valid driver's license and car insurance.

4. Parking:
All staff and students must display parking permits on the bottom corner of the front windshield.
Parking passes required for licensed student drivers, with proof of driver's license and car insurance.

II. Staff

Please define the procedures for the daily ingress/egress of staff. Attach maps and additional pages as necessary.

Daily Ingress/Egress Procedures for CTEC Staff

1. Parking Areas for Staff:
Main Parking Lots:
-East of Mariposa St. (under solar panels): Reserved for staff parking.
-Along the Innovation Center: Additional staff parking available.
-North of the 700 Wing & Around the Multipurpose Room: Several staff parking spots are available.

2. Exit Points:
Staff will exit campus through the same gates:
-Mariposa St.
-Floradora St.

3. Identification:
ID Badges: All staff must wear their FCSS identification badges at all times while on campus (SOP #1312).

4. Communication & Support:
Radio Access: Administrators, custodians, front office staff, campus security, and identified teachers will have radios on their person or within their classroom. These radios assist in coordinating and supporting the safe and efficient ingress and egress of students and staff.

Site-Specific Discipline Rules/Policies

Ed. Code, § 32282, subd.(a)(2)(I)

School Site: Career Technical Educational Charter High School

Please list any discipline rules/policies that are specific to your site. Attach additional pages as necessary.
Please refer to CTEC Discipline Matrix and CTEC Students Live by the Code and Strive to be Learners Document.

Mandatory Suspension/Expulsion	Restorative Justice Options	Process	Outcome
Possessing a firearm	N/A	Student suspended Student recommended for expulsion Hearing before Administrative Panel Record of hearing Presentation of evidence Written notice to expel Rehabilitation plan	Expulsion
Selling or furnishing a firearm			
Brandishing a knife at another peson			
unlawfully selling a controlled substance			
committing or attempting to commit a sezual 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 Student mediation Counseling Conference with Director Teacher/Student Class Reintroduction Research project connected to offense Mandatory Awarness classes (drug/alcohol, anger management) Teacher counseling	Student Suspended Student Recommended for Expulsion Hearing before Administrative Panel Record of hearing Presentation of evidence Written notice to expel Rehabilitation plan **If student is not expelled:** SST (support team) school reintroduction meeting Behavior Contract Created Consequences and Restorative Justice Options determined	Expulsion **If student is not expelled, one or more of the following consequences may be assigned:** Lunch restrictions Detention/Community Service Referral Loss of Extra Curricular Activities Loss of classroom equipment/school property After school program Suspension by teacher from class Parent/Guardian attendance Behavior contract Behavior plan Notify law enforcement Pay for damages Hearings (Student/Parent, turancy, Danger) 1-5 day suspension (on or off campus)
Possession of any knife or other dangers 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 prescribe 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 Consquences (after 1st offense of anything within this category)
Acts outlined by 4.10.3.1 in the Charter Petition Acts outlined by Education Code section 48900 *et seq.* Acts violating school policy and procedures outline within Parent/Student Handbook	Letter of apology Student mediation Counseling Conference with Director Teacher/Student Class Reintroduction Research project connected to offense Mandatory Awarness classes (drug/alcohol, anger management) Teacher counseling	**1st Offense:** One or more Restorative Justice options will be implemented. **Subsequent Offense(s):** Meeting with Director or designee, student, parent, and, whenever practical, teacher/supervisor/school employee who referred Consequences determined **If suspension is going to occur:** Conference with Parent Notice to Suspend to parent/guardian Suspension SST (support team) school reintroduction meeting Behavior plan/contract created **If expulsion is going to occur:**	**After first offense one or more of the following consquences may be assigned:** Lunch restrictions Detention/Community Service Referral Loss of Extra Curricular Activities Loss of classroom equipment/school property After school program Suspension by teacher from class Parent/Guardian attendance Behavior contract Behavior plan Notify law enforcement Pay for damages Hearings (Student/Parent, turancy, Danger) 1-5 day suspension (on or off campus) 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
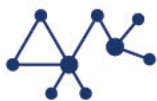
Site's Discussion on Safe and Orderly Environment Conducive to Learning

Ed. Code, § 32282, subd.(a)(2)(H)

School Site: Career Technical Education Charter

Please explain your site's policy on a safe and orderly environment conducive to learning. Provide as much information as possible.

CTEC's Policy on a Safe and Orderly Learning Environment
At CTEC High School, we believe that a safe, structured, and engaging learning environment is essential for student success. Our school fosters a collaborative partnership between students, parents/guardians, and educators, ensuring that every student receives the academic, social, and emotional support needed to thrive.

Creating a Culture of Learning
CTEC is committed to high academic expectations, rigorous instruction, and student engagement through an inquiry-based approach. By integrating real-world applications and industry partnerships into our curriculum, students gain valuable 21st-century skills that prepare them for success in both higher education and the workforce. Our learning environment promotes critical thinking, problem-solving, and creativity through standards-aligned instruction in both Common Core State Standards (CCSS) and Career Technical Education (CTE).

Advisory Program for Student Support
To further enhance student engagement and well-being, CTEC's advisory program provides tailored academic and social-emotional development. Teachers and counselors design real-time lessons addressing students' communication, collaboration, and emotional resilience, all while reinforcing the school's Positive Behavioral Interventions and Supports (PBIS) framework. Each student is paired with an academic advisor and mentor, offering a consistent source of guidance throughout their educational journey.

Behavioral Expectations and Student Support
CTEC believes that students thrive in environments where expectations are clear and consequences are fair. Our behavioral policies prioritize keeping students engaged in the classroom while fostering accountability and personal growth.

Progressive Behavioral Support Plan

Students who struggle to meet classroom expectations will follow a structured intervention process:

1. Redirection – Teachers use proactive strategies to guide students back on track.
2. Teacher Conference – A discussion to reinforce expectations and provide support.
3. Parental Contact – Parents/guardians are informed to help address concerns.
4. Referral & Additional Support – If necessary, students may be referred for further intervention.
This approach helps strengthen the student-teacher relationship while clearly defining behavioral expectations.

Restorative Justice & Discipline Policies
For major infractions, students are held accountable through CTEC's discipline matrix and petition process, focusing on rehabilitation and reintegration into the school environment. The school emphasizes restorative justice, aiming to help students:

1. Take responsibility for their actions
2. Repair harm done to the school community
3. Rebuild relationships through mediation, counseling, and structured interventions
CTEC administrators prioritize discipline protocols that promote reflection, growth, and re-engagement rather than punitive measures whenever possible.

Comprehensive Safety & Crisis Training for Staff
Ensuring the safety of students and staff is a top priority at CTEC. Our comprehensive safety protocols and staff training initiatives equip all team members with the skills needed to maintain a secure environment. These include:

1. First Aid/Health Training – All staff members are trained to respond to medical emergencies.
2. Sports Physicals Requirement – Ensuring student-athlete health and safety.
3. Anonymous Reporting System (Sandy Hook Promise) – Training for students, teachers, and administrators on recognizing and reporting potential threats.
4. Gaggle – A digital monitoring system for student safety and well-being.
5. Paraprofessional Behavior Series Training – Includes de-escalation strategies to help staff manage student behavior effectively.
6. ASIST Training (Applied Suicide Intervention Skills Training) – Specialized training for Special Education staff to support students at risk.
7. SafeTALK Training – A modified version of ASIST required for all staff to help identify and assist students in crisis.
8. Non-Violent Crisis Intervention Training – Required for all administrators and Special Education staff, equipping them with strategies to safely manage challenging behaviors.

Commitment to a Safe and Inclusive School Community
CTEC is dedicated to fostering a learning environment that is physically and emotionally safe for all students. Through strong partnerships, structured interventions, and proactive safety measures, we provide students with the support, resources, and opportunities they need to become self-motivated, competent, lifelong learners who positively impact both their industries and communities.

Please discuss the school culture at your site. Provide as much information as possible.

CTEC High School's School Culture: Building Community, Excellence, and Student Success
At Career Technical Education Charter High School (CTEC), fostering a positive, inclusive, and engaging school culture is essential to student success. The foundation of CTEC's culture is built upon student connectivity, equity, and access—ensuring every student is supported academically, socially, and emotionally.

CTEC's Cultural Pillars
CTEC's school culture is driven by four guiding principles, which are posted throughout campus, embedded in advisory curriculum, and discussed in classrooms:

You Matter – Every student is a valued member of the CTEC community.
Be Present – Active participation in learning and school activities is key to success.
Raise the Bar – Students are encouraged to strive for excellence in academics, technical skills, and personal growth.
Create an Impact – Students apply their learning to make meaningful contributions to their school and community.
Students embody these pillars in their daily interactions, classwork, and community involvement, shaping a culture of respect, accountability, and leadership.

Student Engagement with the Community and Visitors
A defining aspect of CTEC's culture is the strong connection between students, industry leaders, and the community. Students are expected to:

1. Engage with visitors, industry professionals, and community members to share their instructional knowledge, demonstrate skill development, and showcase the purpose of their CTE program.
2. Present their work and learning experiences to external stakeholders, strengthening their professional communication and networking skills.
3. Participate in real-world projects and collaborative opportunities that reinforce career readiness and prepare them for the workforce.
4. By engaging with community members and industry partners, students gain practical experience, build confidence, and develop career connections that extend beyond high school.

Student Collaboration and Social-Emotional Well-Being
At CTEC, student success is a shared responsibility. Students are expected to work alongside their peers to support both academic achievement and emotional well-being. This includes:

1. Providing peer support in classrooms, labs, and group projects to reinforce teamwork and leadership skills.
2. Creating a culture of inclusivity and respect, ensuring every student feels valued and supported.
3. Participating in advisory activities that focus on emotional resilience, communication, and problem-solving skills.
4. Engaging in mentorship opportunities, where upperclassmen guide and support younger students in their academic and technical pathways.
5. By working together, students foster a supportive and motivating learning environment, ensuring that everyone has the resources and encouragement to succeed.

Student Leadership & Voice
CTEC's Student Advisory Board (SAB) plays a key role in shaping the school's culture and decision-making processes. SAB members:

1. Represent the student body in discussions with administration.
2. Provide feedback on policies, programs, and student initiatives.
3. Identify and implement activities that build school spirit and community engagement.
4. Evaluate the impact of CTEC's educational programs on student achievement.
5. All decisions made by the Student Advisory Board are consensus-based, ensuring that every student has a voice in shaping their educational experience.

Parental Involvement and Community Partnerships
CTEC values parental engagement as a key factor in student success. Parents are encouraged to:

1. Evaluate student projects and presentations, offering insight and constructive feedback.
2. Support students in exploring career and college pathways through discussions and participation in school events.
3. Join CTEC's School Site Council and Parent Boosters Group, strengthening family-school connections and contributing to student achievement initiatives.
4. Commitment to a Safe and Inclusive Environment

To ensure a safe, structured, and supportive learning environment, CTEC implements:

1. Advisory programs that address student social and academic development.
2. Behavioral support and restorative justice programs that focus on personal growth and accountability.
3. Training for all staff in de-escalation strategies, crisis intervention, and emotional well-being.
4. A campus-wide commitment to equity and access, ensuring every student has the resources and support they need.

CTEC High School's culture is built on a foundation of engagement, collaboration, and excellence. Through meaningful student involvement, strong community connections, and a focus on well-being, CTEC fosters a dynamic environment where students thrive academically, professionally, and personally. By upholding the four cultural pillars and actively contributing to their school and community, students develop the skills, mindset, and leadership abilities necessary for lifelong success.

Please provide three goals for the school culture at your site.

1. Empower parents as essential partners in their student's educational journey by fostering meaningful engagement and collaboration. Provide families with comprehensive access to resources, workshops, and school initiatives that enhance their understanding of academic pathways, social-emotional support, and career readiness programs.

2. Cultivate a dynamic and inclusive learning environment where students can fully engage in their academic journey free from health and safety concerns. Prioritize a structured yet supportive atmosphere that encourages intellectual curiosity, collaboration, and active participation.

3. Establish purposeful and immersive connections with industry leaders both within and beyond the classroom, ensuring students gain firsthand exposure to real-world skills, industry standards, and professional expectations. By integrating authentic industry experiences, mentorship opportunities, and hands-on learning, students develop a deep understanding of workforce demands and career pathways.

CTEC's Physical Environment: A Safe and Orderly Space for Learning
Career Technical Education Charter High School (CTEC) is strategically located within the Kermit Koontz Education Complex (KKEC) at 1320 N. Mariposa Street, Fresno, California 93703. Designed to provide a safe, modern, and engaging learning environment, the KKEC campus was constructed in 2008 and offers a well-maintained facility that supports both academic and technical instruction.

State-of-the-Art Learning Facilities
KKEC spans approximately 4.7 acres, featuring:
-14 classrooms outfitted with 21st-century technology to create dynamic, interactive learning spaces.
-A library that provides students with research materials and study areas.
-A multipurpose space that accommodates physical education, student activities, and food services.
-Administrative spaces that serve as a hub for student support, counseling, and school operations.
-CTEC's Innovation Center: A Hub for Industry-Based Learning

In 2018, CTEC expanded its hands-on learning capabilities with the development of its 21,000 sq. ft. Innovation Center, which provides students with access to real-world industry workspaces.
The facility includes:
-8,000 sq. ft. of outdoor industry workspace to support hands-on technical training.
-10,000 sq. ft. production floor, divided into:
-5,000 sq. ft. Advanced Manufacturing Lab
-5,000 sq. ft. Commercial Construction Lab
-Two classrooms for instructional learning.
-Two lab spaces for specialized training and experimentation.

Expansion of Career Technical Education (CTE) Facilities
To further enhance student career readiness, CTEC has added a 700-wing extension, dedicated to specialized Career Technical Education programs.
This space includes:
-A 3D Printer Lab, allowing students to develop rapid prototyping and design skills.
-A Computer Lab, equipped with the latest industry-standard software for digital learning.
-An Automation Lab, designed to support robotics, mechatronics, and advanced manufacturing instruction.

Continuous Facility Improvements
To maintain a safe, orderly, and modern environment, CTEC is committed to ongoing facility upgrades:
-All classrooms have been recently renovated and furnished with modern technology to support interactive and collaborative learning.
-Campus-wide re-carpeting is scheduled for the summer of 2025 to ensure a comfortable and well-maintained learning space.

Ownership and Operational Oversight
KKEC is owned by the Fresno County Board of Education (FCBE) and operated by the Fresno County Superintendent of Schools (FCSS). FCBE has granted CTEC permission to use KKEC as its primary school site, ensuring that CTEC students benefit from a stable, purpose-built environment tailored for technical education and career preparation.

Commitment to a Safe and Orderly Learning Environment
CTEC's modern infrastructure, cutting-edge technology, and commitment to continuous improvement create a secure, well-equipped environment that fosters both academic and technical excellence. With dedicated workspaces for hands-on learning, high-tech classrooms, and industry-aligned labs, CTEC provides students with a high-quality educational setting that mirrors real-world work environments. These facilities not only ensure student safety and accessibility but also enhance engagement, innovation, and career preparedness.

1. Finalize the development of the outdoor learning space, equipping it with cutting-edge technology to expand instructional opportunities beyond the classroom. Enhance the area with functional, ergonomic furniture and innovative educational tools, creating a dynamic environment that fosters collaboration, hands-on learning, and real-world skill application.

2. Create additional instructional spaces throughout the campus to foster diverse learning environments that support a wide range of teaching methods and student needs.

3. Aim to establish a campus-wide recycling program that promotes sustainability and reduces environmental impact through responsible waste management and increased student and staff participation.

Tactical Response Protocols

Ed. Code, § 32282, subd.(a)(2)(J)

School Site: Career Technical Education Charter

Please define your site's procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and school-related functions. You may leave out any tactical response protocols that may jeopardize site safety. This may include lockdown procedures and other responses. Also refer to the Standardized Emergency Management System and Safe School Leadership Team. Refer to position titles when duties are assigned to specific individuals. Use clear and concise language and avoid using passwords or passcodes to prevent confusion. Use a numbered list to show instructions in the order that they should be followed.

**Redacted per Ed. Code,
§ 32281, subd.(f)(1)**

BEHAVIORAL THREAT ASSESSMENT

A Guide for Schools

- Youth violence is preventable.
- People who hurt themselves or others, typically show warning signs before they carry out an act of violence.
- Behavioral threat assessment assesses threats of potentially harmful or lethal behavior and determines the level of concern and what actions or next steps are required. Resources and strategies are organized to manage situations involving people that pose threats to others and the overall goal is to prevent violence, promote inclusivity, connect with kids, and maintain a sense of psychological safety within the community.

KNOW THE SIGNS

Behavioral Indicators

- A shift towards a threat of extreme aggression or violence
- Threatening communications suggesting a potential violent attack (e.g., planning details, ongoing consideration of an attack)
- Indications of a specific target, or targets
- Indications of a motive, goal, or justification for a serious attack
- Indications of behavior that increase the possibility of violence occurring (e.g. a plan, acquiring /attempting to acquire or researching weapons, rehearsing the event, scheduling the attack)
- Actions and behaviors are consistent with communication- threats are accompanied with behaviors, motives, target, etc.
- Peer collaboration (Peers aware of or concerned about attack or recruiting peers or peer encouragement)
- Expressing thoughts of harming self or others
- Direct threats to others/place/selves, expressing a threat as a plan

Possible Life Situations

- Family dysfunction
- Academic failure
- Social crisis
- Suicidal ideation

Other Possible Signs

- Indications of suicidal thoughts
- Emotional coping reserves decreasing/low
- Sudden withdrawal from friends, family and activities
- Bullying
- Excessive irritability, lack of patience, quick to anger
- Chronic loneliness or social isolation
- Bragging about access to guns or weapons

**While this list of behavioral indicators could serve as a "red flag" for a potential violent incident, not all students who display these behaviors will commit a violent act, and conversely, there is potential for a student to commit a violent act without the presence of these characteristics. Please consult a trained staff member or law enforcement to discuss any concerns. Call 911 immediately if you or anyone else is in imminent danger.

*Salem Keizer Cascade Model- Student Threat Assessment System- Risk Indicators

WHAT TO DO

Connect • • • • • Creativity • • • • • • • • Calm • • • • • • • • Choices • • • • • Compassion

- Establish ongoing, sincere, and trusting relationships with youth built upon regular, quality communications.
- Be sensitive to the stressors influencing children and provide timely intervention support.
- Be alert for, and promptly respond to issues such as: detachment, withdrawal, threats, disciplinary issues, interests/preoccupation with weapon, bombs, violent forms of "entertainment", abuse of animals, suicide threats or attempts, self-mutilations, etc.
- Talk to children honestly and, if necessary, seek professional help BEFORE a crisis!

*Schoolsecurity.org

PROCESS

Contact your Threat Assessment Level 1 Site Team.

Team to review and determine if Level 1 assessment is needed.

If Level 1 is needed, complete assessment with Site Team and implement interventions.

If unfounded concern, team completes Threat Response Dismissal form.

*Team to determine if Level 2 assessment is needed. If so, complete assessment.

Maintain safety at **all** levels.

SAFETY FIRST

*This process follows the Salem Keizer Cascade Threat Assessment Model. Each district may follow a different process, please work with your administration and threat assessment team to follow the appropriate process for your district.

RESOURCES

If you are concerned, don't wait, reach out now!
It's better to get help early than to wait until there is a crisis.

ASSESSMENT FORMS

ONLINE RESOURCES

BEHAVIORAL THREAT ASSESSMENT TEAM

If your district is in need of support or resources for a behavioral threat assessment, please contact the Pupil Personnel Services (PPS) department at FCSS.

Farah McGovern, Lead School Psychologist
fmcgovern@fcoe.org
Trish Small, Senior Director
tsmall@fcoe.org

PPS Department: 559-265-3001

Appendix D

Monte Vista

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Facilities
EMERGENCY PROCEDURES

Policy Statement

The Fresno County Superintendent of Schools (FCSS) is committed to maximizing student and employee safety and believes that having consistent planned responses to various types of situations creates a safer environment. Therefore, this shall be the internal procedure for emergencies.

QUICK LINKS

Non-Emergency Numbers and Medical Facilities

Power Outage Procedure

Earthquake Procedure

Emergency Fire Procedure

Bomb Threat Call Instructions

Disaster Response Kits

Active Assailant Procedure

Evacuation Procedure

Defibrillator Policy

The FCSS has prepared these procedures to be applicable to all locations for consistency of response and as the minimum planning necessary. Each site is encouraged to create more detailed plans with tactical information as appropriate to the sites specific location, use, and physical attributes. Additionally, the FCSS annually prepares a Comprehensive School Safety Plan (CSSP) that covers all school sites operated by the FCSS. These emergency procedures are included in each school sites' portion of the CSSP.

The procedures listed in the quick links above are to be adhered to in the event of an emergency, disaster, or crisis situation. A copy of each procedure will be listed in a flip chart and posted in easily visible and accessible locations.

In the rare event of a state disaster, the State may call upon FCSS to assist in handling a state crisis. For more information, see SOP #1314: The Notice To Employees of Disaster Worker Status and Procedures for Administering Oath.

References

Superintendent and Board Policy No. 0450 – Comprehensive Safety Plan

Administrative Regulation No. 0450 – Comprehensive Safety Plan

Effective: 01/13/1997
Revised: 10/09/2013, 03/06/2024

**Fresno County
Superintendent of Schools**

NON-EMERGENCY NUMBERS AND MEDICAL FACILITIES
SIP 7000-006: Emergency Procedures

IN CASE OF AN EMERGENCY, DIAL 911	
Non-Emergency Numbers	
American Ambulance	(559) 443-5900
Fresno Fire Department	(559) 621-4000
Fresno Police Department	(559) 621-7000
Fresno County Sheriff	(559) 600-8400
Poison Control	(800) 222-1222
Employee Injury/Illness	(844) 752-0415
CAL OSHA	(559) 445-5302
Facilities & Operations Department	(559) 497-3705
CIS Security (Downtown)	(559) 360-7234
CIS Security Dispatch	(559) 495-3000
MEDICAL TREATMENT FACILITIES	
Concentra Urgent Care Facilities	
7265 N. First St., Suite 105 Fresno, CA 93720	(559) 431-8181
2555 S. East Ave. Fresno, CA 93706	(559) 499-2400
Saint Agnes Occupational Health Center	
7202 N. Millbrook Ave., Suite 108 Fresno, CA 93720	(559) 450-7777

Version #1

POWER OUTAGE PROCEDURE
SIP 7000-0006: Emergency Procedures

In the event of a power outage:

1. Remain at or return to your work area.

2. Shut off all equipment.

3. Do not wander around or leave the building.

4. Await further instruction from authorized personnel.

EARTHQUAKE PROCEDURE
SIP 7000-006: Emergency Procedures

DURING an earthquake:

1. STAY CALM

2. DROP, COVER, & HOLD ON!

    Drop to the floor and take cover under a sturdy desk or table. Cover your head with your arms and hold on to the desk/table, even if it moves. If a table is not available, be sure to cover your head and keep it protected. Stay away from glass windows.

AFTER an earthquake assess the situation:

1. Check for safety in order to determine if you need to evacuate the building.

    If evacuating the building, follow the Evacuation Procedure.

2. Check for injuries and determine if you or others need first aid.

    If first aid is needed, locate your area's first aid kit and begin first aid.

3. Await further instruction from authorized personnel.

EMERGENCY FIRE PROCEDURE
SIP 7000-006: Emergency Procedures

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 from a safe distance (typically about 8 feet), if possible. Utilize the PASS method:

    Pull the pin in the handle
    Aim the nozzle at the base of the fire
    Squeeze the lever slowly
    Sweep from side to side

4. If unable to put out the fire, evacuate the building immediately, closing doors on your way out. Follow the **Evacuation Procedure.**

If the fire is NOT in your area:

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

BOMB THREAT CALL INSTRUCTIONS
SIP 7000-006: Emergency Procedures

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.

DISASTER RESPONSE KITS
SIP 7000-006: Emergency Procedures

Disaster Response Kits are provided and checked monthly by the Facilities & Operations Department at the Van Ness and Towers sites (Downtown). 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.

Disaster Response Kit Locations Downtown:

Van Ness Building
1st Floor: Room 127
2nd Floor: Room 234 & Lunchroom
3rd Floor: Room 326

Towers Building
1st Floor: Hallway next to 101
2nd Floor: Room 211
3rd Floor: Room 316
4th Floor: Room 418
5th Floor: Room 519
6th Floor: Room 617
7th Floor: Room 722
8th Floor: Room 814

Other Locations – See site administrator

ACTIVE ASSAILANT PROCEDURE
SIP 7000-006: Emergency Procedures

FCSS employees are empowered to take any necessary actions in the event of an active assailant. This options based strategy follows the principals of Run, Hide, Fight

> **Run** to safety when there is an active threat
> **Hide** if escape is not possible
> **Fight** only as a last resort and if your life is in danger

1. **Run** to safety when there is an active assailant.

   - If there is considerable distance between you and the assailant, quickly move away from the sound of the gunfire/assailant. If the assailant is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
   - Leave your belongings behind.
   - Keep your hands visible to law enforcement.
   - Take others with you, but do not stay behind because others will not go.
   - Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the assailant.

2. **Hide** silently in as safe a place as possible.

   - If the assailant is in close proximity and you cannot evacuate safely, hide in an area out of view.
   - Choose a hiding place with thicker walls and fewer windows, if possible.
   - Lock doors and barricade with furniture, if possible.
   - Turn off lights.
   - Silence phones and turn off other electronics.
   - Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
   - If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.
   - Remain in place until the area has been cleared and you are instructed by authorized personnel.

3. **Fight** to disrupt or incapacitate the assailant

   - As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
   - Attempt to incapacitate or disrupt the actions of the assailant.
   - Act with physical aggression toward the assailant.
   - Use items in your area such as fire extinguishers or chairs.
   - Throw items at the assailant if possible.
   - Call 911 when it is safe to do so.

4. After the incident, wait for law enforcement to assist you out of the building if inside. Display empty hands with open palms when law enforcement arrives.

Version #1

EVACUATION PROCEDURE
SIP 7000-006: Emergency Procedures

Upon an evacuation alert:

1. Do not use elevators.

2. Using the nearest stairs (if applicable) and doors, proceed directly to the designated assembly area. Close doors behind you.

3. Be sure to take purses, wallets, or other personal valuables with you, if safe to do so.

4. Do not attempt to reenter the building until instructed.

5. Keep clear of all emergency vehicles and equipment.

6. If unable to descend the stairs, remain in the stairwell until help arrives.

7. Upon evacuating the building, immediately gather with employees located in your work area and/or building floor to determine if anyone is missing and report to your site's designated evacuation coordinator.

8. Remain in the designated assembly area until further instructions are received.

![Fresno County Superintendent of Schools logo]

DEFIBRILLATOR POLICY
SIP 7000-006: Emergency Procedures

1. An Automated External Defibrillator (AED) is to be used on an unconscious person without signs of circulation to increase the immediate chance of survival of the victim.

2. The procedure for defibrillation will be attached to each AED and sent to employees annually.

3. Following use of the AED, notify the Senior Director of Health Services.

4. The AED battery and pad expiration date are to be checked monthly by the maintenance staff. The Health Services staff check AED operation every six months.

AED Locations:

Van Ness Building
1st Floor - by Elevator
2nd Floor - Outside room 270
3rd Floor - by Elevator

Towers Building
1st Floor - Hallway next to 101
3rd Floor - by Elevator
4th Floor - by Elevator
5th Floor - by Elevator
6th Floor - by Elevator
7th Floor - by Elevator
8th Floor - by Elevator

Other Locations
CTE/ROP
Health Services
Kermit Koontz Education Complex
Migrant Education
Monte Vista
Ramacher
Sutherland
Scout Island
Violet Heintz Education Academy

Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher
Superintendent

Phone Directory

School Site: Monte Vista

Please list names in alphabetical order by last name.

Last Name	First Name	Office/ Room #	Phone Number	Agency Name (If not FCSS Employee)
Amezcua	Martha	Reedley College		
Arevalo	Einette	Room 8 OT		
Bissonnette	Jenice	TL Reed Rm. 29		
Brandt	Michael	Room 5		
Brough	Kelly	Room 8 Psyc.		
Encinas	Barbara	Jefferson Elem.		
French	Phillip	Room 3		
Gallardo	Daniel	Room 8 Speech		
Gonzales	Manuel	Custodian		
Heinrichs	Karen	Cesar Chavez		
Howlett	Marisol	Room 8 Speech		
Jolly	Margaret	Nurse		
Karle	Laura	Room 8 PT	**Redacted per Ed. Code, § 32281, subd.(f)(1)**	
Kirkman	Amor	Front Office		
Lopez	Janet	Room 7		
Luna	Aaron	Front Office		
Madrigal	Yanet	Front Office		
Martinez	Crystal	Room 8 Speech		
Marcus	Shawna	Room 8 Speech		
Moreno	Becky	Room 2		
Nunez	Joaquin	RHS Rm. 402		
Ojeda Ces	Claudio	Room 1		
Pankratz	Jeannette	Room 8 Psyc.		
Sanchez	Teresa	Grant Rm. 32		
Vasquez	Michelle	Room 4		
Young	Angela	Room 6		

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.

```
                    MANAGEMENT/COMMAND

  Operations    Planning /      Logistics      Finance /
                Intelligence                 Administration
```

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.

```
                 MANAGEMENT/COMMAND
                  Incident Commander

        Safety Officer    Public Information Officer (PIO)
        Liaison Officer

  Operations        Planning /        Logistics         Finance /
  Site Security    Intelligence     Supplies/Facilities Administration
  Search & Rescue  Situation Status    Staffing         Recordkeeping
  Medical          Documentation     Transportation
  Student Care                       Communications
  Student Release
```

Guidelines for Staffing SEMS Positions in FCSS

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:		**PREPARED ON:**
FROM: Date:	**To:** 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.

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):**

INCIDENT ACTION PLAN

School/Site:

FOR OPERATIONAL PERIOD:		PREPARED ON:
FROM: Date:	**To:** Date:	Date:
Time:	Time:	Time:

MANAGEMENT STAFF	OPERATIONS SECTION
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:

PLANNING SECTION	LOGISTICS SECTION
Planning Section Chief:	Logistics Section Chief:
Situation Analysis Unit:	Supplies/Facilities Unit:
Documentation Unit:	Staffing Unit:
	Communications Unit:
	Transportation Unit:

AGENCY REPRESENTATIVES	FINANCE & ADMIN SECTION
	Finance Section Chief:
	Recordkeeping Unit:

Approved by:	Prepared by:

☐ If additional space is needed, ✓ box and use reverse side of this sheet.

SECTION TASKS

School/Site:

FOR OPERATIONAL PERIOD:	PREPARED ON:
FROM: Date: To: Date:	Date:
Time: Time:	Time:

MANAGEMENT SECTION	PERSON ASSIGNED TO:

PUBLIC INFORMATION OFFICER STAFF	PERSON ASSIGNED TO:

OPERATIONS SECTION	PERSON ASSIGNED TO:

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.

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

Incident Check-in Roster	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.)**
Prepared by:		

LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)			
ORGANIZATION/AGENCY	NAME	LOCATION	CONTACT NUMBER

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	Dr. Aaron Luna		
	Program Assistant	Amor Kirkman		
	Custodian	Manuel Gonzales		
Operations	Custodian	Manuel Gonzales		
	RN - School Nurse	Margaret Jolly		
	Office Assistant	Yanet Madrigal	*Redacted per Ed. Code, § 32281, subd.(f)(1)*	
Planning/Intelligence	Principal	Dr. Aaron Luna		
	Teacher	Janet Lopez		
	Custodian	Manuel Gonzales		
Logistics	Principal	Dr. Aaron Luna		
	Program Assistant	Amor Kirkman		
	Office Assistant	Yanet Madrigal		
Finance/Administration	Principal	Dr. Aaron Luna		
	Program Assistant	Amor Kirkman		
Other				

Monte Vista		Jefferson Elementary Cafeteria
School Site	Primary ICP Location	Secondary ICP Location

Reunification Plan
Instructions

School Site Monte Vista School _____

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
Aaron Luna - Principal	Jeanette Pankratz - Psychologist	C
Amor Kirkman - Program Assistant	Yanet Madrigal - Office Assistant	A
Margaret Jolly - RN	Norma Razo - LVN	B
Manuel Gonzalez - Custodian	Mike Brandt - Teacher	D
Rocio Lopez - Para	Claudia Nunez - Para	E
Maria Diaz - Spanish Interpreter		
Ana Galan - Spanish Interpreter		
Yanet Madrigal - Spanish Interpreter		
Rosie Quiroz - Spanish Interpreter		

1/10/25

Date _____

Fresno County Superintendent of Schools

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.**

Fresno County Superintendent of Schools

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

Date _____

Plan Exercise Checklist

All staff shall be trained on the comprehensive school safety plan. (Ed. Code, § 32280)

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. (Ed. Code, § 32282, subd.(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. (Ed. Code, § 32001)

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			

Instructional Continuity

Section Ed. Code, § 32282, subd.(a)(3)(A)

School Site: **Monte Vista School**

In the event of an emergency that causes disruption to in-person instruction, as soon as reasonably possible but no later than 5 calendar days, FCSS school sites will establish two-way communication with pupils and their families. Existing communication tools will be used to provide support to families and identify and provide support for social-emotional, mental health and academic needs.

Describe what communication tools will be used to establish two-way communication with pupils and their families.
Parent Square is/will be utilized by staff to keep parents informed of any incidents, actions, or emergencies. Individual teachers will make calls to parents, send Parent Square messages, and/or use other tools to communicate. Administration/office staff will send information home with students via printed letters, through the US mail, and via Parent Square. Office staff will be available via phone or in person to answer parent inquiries (dependent on nature of the emergency).

In the event of an emergency that causes disruption to in-person instruction, as soon as reasonably possible but no later than 10 instruction days after the emergency, FCSS school sites will provide access to in-person instruction or remote instruction.

Describe the site-specific plan to meet instructional standards to those applicable to independent study programs within the required deadline.
1. Administration and/or teachers will inform parents of the nature of the situation and the instructional plan. 2. Staff will gather information from individual parents regarding their access to internet services and technology needs. 3. Options for instruction will include: virtual lessons, virtual or phone conferences with teacher, paper packets, and access to online curriculum via individual student login. 4. Families will submit paper work packets weekly and teachers will verify student participation in virtual lessons and in the web-based curriculum. Note: If possible or necessary, in-person instruction may be provided at an alternate location.

Gang-Related Apparel

School Site: Monte Vista School

Section Ed. Code, § 32282, subd.(a)(2)(F)

Please define all "gang-related apparel" that pupils are prohibited from wearing at your site, if any. "Gang-related apparel" is defined as apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Subjected to Superintendent or Designee review and approval and date.

The following are examples of prohibited gang-related apparel, subject to review and approval by the Superintendent or designee:
1) Clothing with Gang-Related Symbols or Logos - Clothing that features specific numbers, letters, logos, or images associated with known gangs (e.g., certain sports team logos, graffiti-style writing, or specific numerical patterns;
2) Specific Colors or Color Combinations - Consistent display of particular colors or combinations of colors (e.g., red, blue, or black/white combinations) known to represent gang affiliation;
3) Bandanas and Headgear - Bandanas or similar items worn in a manner associated with gang culture (e.g., folded and displayed from pockets, tied around the head);
4) Jewelry and Accessories - Jewelry with emblems, symbols, or designs linked to gang culture (e.g., specific chains, medallions, or belt buckles);
5) Altered or Marked Clothing - Clothing that has been altered to display gang-affiliated markings, such as adding patches, embroidery, or graffiti-style designs;
6) Shoes or Laces in Gang-Specific Colors - Shoes or laces that prominently display gang-affiliated colors or symbols;
7) Tattoos or Body Art - Visible tattoos or temporary markings that indicate gang affiliation.

Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School

Ed. Code, § 32282, subd.(a)(2)(G)

School Site: Monte Vista 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.

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 using the Verkada Tablet System, 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 picket up fifteen minutes prior to the bell time or fifteen minutes after the bell time, parent/guardian will go directly to classroom or meet staff at the front of the school as agreed upon. Parent/guardian are required to sign in students in the front 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.

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 Monte Vista Center and sign-in at the front desk via our iPad, except for designated drop-off/pick-up times.
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 in the front office, via the iPad.
5. If visitors are onsite without a visitor's badge, staff will always redirect them to the main office.

FCSS Staff: All staff must sign-in and out at the front office and will wear their issued work badge.

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. All regular staff members and FCSS employees, including teachers, paraeducators, nurses, office staff, custodians, related service providers, and substitute teachers are required to sign in & out at the counter in the main office copy room whenever they arrive to or depart from campus.

Substitute Teachers, Para-educators and LVN Sign In and Out Procedures:
1. All substitute teachers and substitute paraprofessionals sign in and out in the main office using the Verkada system (tablet).

Site-Specific Discipline Rules/Policies

Ed. Code, § 32282, subd.(a)(2)(I)

School Site: Monte Vista School

Please list any discipline rules/policies that are specific to your site. Attach additional pages as necessary.

Many of the students attending Monte Vista school have behavioral support needs. Therefore, "discipline" is considered to be a continuation of functional instruction. Behaviors are fist addressed in their IEP through the development of behavioral goals and/or behavior support plans.

Classroom management systems include (but not limited to) the following:

*visuals used for schedules, communication, and choice making
*communication strips/icons/PECS where students choose what they are working for
*communication strips/icons/PECS structuring an activity "First...Then..."
*use of break cards to request a short break and then return to task
*schedules that alternate preferred activities with non-preferred activities
*planned ignoring or attention seeking behavior
*close proximity supervision as appropriate
*movement breaks
*environmental supports (preferential seating; close to teacher; special seating)
*use of sensory items to help regulate the student

Staff and parents can also consult with the school psychologist, speech language pathologist, occupational therapist, and school nurse to support the needs of all students.

Site's Discussion on Safe and Orderly Environment Conducive to Learning

Ed. Code, § 32282, subd.(a)(2)(H)

School Site: Monte Vista School

Please explain your site's policy on a safe and orderly environment conducive to learning. Provide as much information as possible.

The development of Monte Vista's Safe School Plan was undertaken as a part of the overall planning and evaluation which has long been established at Monte Vista. This planning and evaluation procedure has been developed with a collaborative committee including our principal, program secretary, school psychologist, one classroom paraeducator, two classroom teachers, a nurse and a parent.

The following procedures were utilized in developing Monte Vista'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 Monte Vista School and will be reviewed at least annually but more often as needed.
3. Pertinent data and observations were reviewed and compiled.
4. Monte Vista'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 Monte Vista'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.
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.

Staff members are trained on behavior intervention strategies to help deescalate student behaviors. During staff meetings, the principal underscores the importance of utilizing various strategies versus restraints. Further, staff members are provided the opportunity to participate in Nonviolent Crisis Intervention (NCI) training once a year.

There are a total of 8 classrooms on the Monte Vista campus. Students range from ages 3 through 22 and approximately 10% are considered medically fragile. Of this 10%, most use a wheelchair for mobility. A credentialed school nurse (RN) and 2 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 protect the health of all students and speeds recovery of those that are ill. 7 students attending the center has nurse attendant (1:1 LVN) to support individual medical needs throughout the day. This is required to ensure appropriate respiration and perform other medical procedures. The majority of the students at Monte Vista are from low income families and all Monte Vista students qualify for free lunch under the Community Eligibility Program through the Kings Canyon Unified School District food services. The staff at Monte Vista includes 7 teachers for severely disabled, seventeen paraeducators for severely disabled, 2 school psychologists for the program, two administrative support personnel, 1 custodian, one food service technician, and one principal. One classroom (room 8) is used for office space; room 8 houses 4 Speech Language Pathologists, 1 Physical Therapist, 2 Orthopedic Therapists, 1 Orthopedic & Impairment Specialist, and 1 Adapted Physical Education Specialist. Total FCSS employees on campus on any given day may total approximately 55 individuals.

Lesson plans are submitted weekly so staff and site administration can monitor the routine of the classroom, promote teacher organization, accountability, and instructional effectiveness. Weekly planning ensures that educators are prepared to meet students' needs and align their teaching with curriculum goals.

The school site provides parent engagement opportunities throughout the year such as family movie nights, parent information night, back to school night, regular parent support group meetings, and school site council. The school believes in a vision that is intentional about fostering parent relationships that will help to improve attendance and outcomes for our students.

Emergency plans and comprehensive substitute binders with evacuation, medical, and personal student information are easily accessible in all classrooms at Monte Vista and the integrated sites. Fire drills are conducted monthly, earthquake drills administered at least once each school quarter, and lockdown drills are conducted quarterly (see plan exercise checklist).

Please discuss the school culture at your site. Provide as much information as possible.

The culture of Monte Vista Center promotes academic success, personal growth which contributes to the overall well-being for students, staff, and the community.

Strong Leadership
The school leader models respect, collaboration, and high expectations. Further, the principal holds the employees accountable through open communication and demonstrates a clear vision for the school's mission and values, and FCSS norms.

Affiliation and Bonding
Monte Vista 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. Staff routinely set up staff events during their lunch to celebrate each other and various life milestones (e.g., recognizing and celebrating academic, extracurricular, and personal achievements). Moreover, Monte Vista staff fosters a culture of gratitude, acknowledgment, and encouragement guided by our FCSS norms. The norms are reviewed and discussed at every staff meeting.

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 reinforcement and rewards are part of supporting appropriate behavior. The school psychologist also supports students and staff in implementation of positive behavior supports.

Community Engagement
The Monte Vista staff and administration are intentional in building strong partnerships with families and local organization (e.g., family movie nights, parent information night, fire department and police department visitations/presentations).

A sample of school activities include: Back to School Night; Monthly Student Dances; Movie Night; Open House & Parent Information Night; Kid's Day; Science Fair; National Fire Protection Week; Wacky Spring Science Show.

The aforementioned elements help create an environment where everyone feels valued, supported, and inspired to reach their full potential.

Please provide three goals for the school culture at your site.

1. Continue to work collaboratively with parents, community and educational partners to increase parent engagement to improve student outcomes.

2. Decrease staff absences. Staff absences negatively impacts the continuity of learning, increases workload for other staff, and impacts student behaviors and school culture.

3. Improve the implementation of the new TeachTown curriculum and provide staff training on behavior management/strategies.

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, front office, student bathrooms, and employee bathrooms. 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. Transportation is provided for students through a combination of contracted transportation, district provided transportation, and parents.

Monte School is located at the southwest edge of the City of Reedley. The fifty-two year-old facility is within an older established low income neighborhood. A mixture of older homes and businesses somewhat sprinkle the area. 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 rarely used by other agencies and community services. Monte Vista has worked with the Reedley Fire Department and is currently working with 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. 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 Monte Vista. 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 discourages vandalism/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.

School Buildings and Classrooms
Monte Vista has six classrooms situated within the main building, whereas the seventh class is located south of the main building; the Multi-Purpose Room is located at the center of the main building. Classrooms are well maintained and free of hazards. Monte Vista is 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
Monte Vista 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. There are 2 security cameras on campus, one is located outside, above the main front office entrance and the other is located above the outside back exit door. All gates and the front door are locked during the instructional day; they are only unlocked during the designated drop-off and pick-up times for a given day. All staff, parents, and visitors must check in at the front office.

During the 2024-25 school year air conditioning/heating units were upgraded and are in good working condition; A new outdoor learning center is nearly completed as well.

Please provide three goals for your site's physical condition.

1. Update/replace playground equipment that is age appropriate for both younger and older students and to ensure the areas are in good repair.

2. Addition of more cameras so the entire campus can be monitored for safety.

3. Trim trees so that branches do not hang over buildings.

Tactical Response Protocols

Ed. Code, § 32282, subd.(a)(2)(J)

School Site: Monte Vista School

> Please define your site's procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and school-related functions. You may leave out any tactical response protocols that may jeopardize site safety. This may include lockdown procedures and other responses. Also refer to the Standardized Emergency Management System and Safe School Leadership Team. Refer to position titles when duties are assigned to specific individuals. Use clear and concise language and avoid using passwords or passcodes to prevent confusion. Use a numbered list to show instructions in the order that they should be followed.

Redacted per Ed. Code, § 32281, subd.(f)(1)

BEHAVIORAL THREAT ASSESSMENT

A Guide for Schools

- Youth violence is preventable.
- People who hurt themselves or others, typically show warning signs before they carry out an act of violence.
- Behavioral threat assessment assesses threats of potentially harmful or lethal behavior and determines the level of concern and what actions or next steps are required. Resources and strategies are organized to manage situations involving people that pose threats to others and the overall goal is to prevent violence, promote inclusivity, connect with kids, and maintain a sense of psychological safety within the community.

KNOW THE SIGNS

Behavioral Indicators

- A shift towards a threat of extreme aggression or violence
- Threatening communications suggesting a potential violent attack (e.g., planning details, ongoing consideration of an attack)
- Indications of a specific target, or targets
- Indications of a motive, goal, or justification for a serious attack
- Indications of behavior that increase the possibility of violence occurring (e.g. a plan, acquiring /attempting to acquire or researching weapons, rehearsing the event, scheduling the attack)
- Actions and behaviors are consistent with communication- threats are accompanied with behaviors, motives, target, etc.
- Peer collaboration (Peers aware of or concerned about attack or recruiting peers or peer encouragement)
- Expressing thoughts of harming self or others
- Direct threats to others/place/selves, expressing a threat as a plan

Possible Life Situations

- Family dysfunction
- Academic failure
- Social crisis
- Suicidal ideation

Other Possible Signs

- Indications of suicidal thoughts
- Emotional coping reserves decreasing/low
- Sudden withdrawal from friends, family and activities
- Bullying
- Excessive irritability, lack of patience, quick to anger
- Chronic loneliness or social isolation
- Bragging about access to guns or weapons

**While this list of behavioral indicators could serve as a "red flag" for a potential violent incident, not all students who display these behaviors will commit a violent act, and conversely, there is potential for a student to commit a violent act without the presence of these characteristics. Please consult a trained staff member or law enforcement to discuss any concerns. Call 911 immediately if you or anyone else is in imminent danger.

Salem Keizer Cascade Model- Student Threat Assessment System- Risk Indicators

WHAT TO DO

Connect •••• Creativity •••••• Calm •••••• Choices •••• Compassion

- Establish ongoing, sincere, and trusting relationships with youth built upon regular, quality communications.
- Be sensitive to the stressors influencing children and provide timely intervention support.
- Be alert for, and promptly respond to issues such as: detachment, withdrawal, threats, disciplinary issues, interests/preoccupation with weapon, bombs, violent forms of "entertainment", abuse of animals, suicide threats or attempts, self-mutilations, etc.
- Talk to children honestly and, if necessary, seek professional help BEFORE a crisis!

Schoolsecurity.org

PROCESS

Contact your Threat Assessment Level 1 Site Team.

Team to review and determine if Level 1 assessment is needed.

If Level 1 is needed, complete assessment with Site Team and implement interventions.

If unfounded concern, team completes Threat Response Dismissal form.

*Team to determine if Level 2 assessment is needed. If so, complete assessment.

Maintain safety at **all** levels.

SAFETY FIRST

*This process follows the Salem Keizer Cascade Threat Assessment Model. Each district may follow a different process, please work with your administration and threat assessment team to follow the appropriate process for your district.

RESOURCES

If you are concerned, don't wait, reach out now!
It's better to get help early than to wait until there is a crisis.

ASSESSMENT FORMS

ONLINE RESOURCES

BEHAVIORAL THREAT ASSESSMENT TEAM

If your district is in need of support or resources for a behavioral threat assessment, please contact the Pupil Personnel Services (PPS) department at FCSS.

Farah McGovern, Lead School Psychologist
fmcgovern@fcoe.org
Trish Small, Senior Director
tsmall@fcoe.org

PPS Department: 559-265-3001

Appendix E

Sutherland Center

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Facilities
EMERGENCY PROCEDURES

Policy Statement

The Fresno County Superintendent of Schools (FCSS) is committed to maximizing student and employee safety and believes that having consistent planned responses to various types of situations creates a safer environment. Therefore, this shall be the internal procedure for emergencies.

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QUICK LINKS

Non-Emergency Numbers and Medical Facilities

Power Outage Procedure

Earthquake Procedure

Emergency Fire Procedure

Bomb Threat Call Instructions

Disaster Response Kits

Active Assailant Procedure

Evacuation Procedure

Defibrillator Policy

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The FCSS has prepared these procedures to be applicable to all locations for consistency of response and as the minimum planning necessary. Each site is encouraged to create more detailed plans with tactical information as appropriate to the sites specific location, use, and physical attributes. Additionally, the FCSS annually prepares a Comprehensive School Safety Plan (CSSP) that covers all school sites operated by the FCSS. These emergency procedures are included in each school sites' portion of the CSSP.

The procedures listed in the quick links above are to be adhered to in the event of an emergency, disaster, or crisis situation. A copy of each procedure will be listed in a flip chart and posted in easily visible and accessible locations.

In the rare event of a state disaster, the State may call upon FCSS to assist in handling a state crisis. For more information, see SOP #1314: The Notice To Employees of Disaster Worker Status and Procedures for Administering Oath.

References

Superintendent and Board Policy No. 0450 – Comprehensive Safety Plan

Administrative Regulation No. 0450 – Comprehensive Safety Plan

Effective:　01/13/1997
Revised:　　10/09/2013, 03/06/2024

NON-EMERGENCY NUMBERS AND MEDICAL FACILITIES
SIP 7000-006: Emergency Procedures

IN CASE OF AN EMERGENCY, DIAL 911	
Non-Emergency Numbers	
American Ambulance	(559) 443-5900
Fresno Fire Department	(559) 621-4000
Fresno Police Department	(559) 621-7000
Fresno County Sheriff	(559) 600-8400
Poison Control	(800) 222-1222
Employee Injury/Illness	(844) 752-0415
CAL OSHA	(559) 445-5302
Facilities & Operations Department	(559) 497-3705
CIS Security (Downtown)	(559) 360-7234
CIS Security Dispatch	(559) 495-3000
MEDICAL TREATMENT FACILITIES	
Concentra Urgent Care Facilities	
7265 N. First St., Suite 105 Fresno, CA 93720	(559) 431-8181
2555 S. East Ave. Fresno, CA 93706	(559) 499-2400
Saint Agnes Occupational Health Center	
7202 N. Millbrook Ave., Suite 108 Fresno, CA 93720	(559) 450-7777

Version #1

POWER OUTAGE PROCEDURE
SIP 7000-0006: Emergency Procedures

In the event of a power outage:

1. Remain at or return to your work area.

2. Shut off all equipment.

3. Do not wander around or leave the building.

4. Await further instruction from authorized personnel.

EARTHQUAKE PROCEDURE
SIP 7000-006: Emergency Procedures

DURING an earthquake:

1. STAY CALM

2. DROP, COVER, & HOLD ON!

   Drop to the floor and take cover under a sturdy desk or table. Cover your head with your arms and hold on to the desk/table, even if it moves. If a table is not available, be sure to cover your head and keep it protected. Stay away from glass windows.

AFTER an earthquake assess the situation:

1. Check for safety in order to determine if you need to evacuate the building.

   If evacuating the building, follow the Evacuation Procedure.

2. Check for injuries and determine if you or others need first aid.

   If first aid is needed, locate your area's first aid kit and begin first aid.

3. Await further instruction from authorized personnel.

EMERGENCY FIRE PROCEDURE
SIP 7000-006: Emergency Procedures

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 from a safe distance (typically about 8 feet), if possible. Utilize the PASS method:

    Pull the pin in the handle
    Aim the nozzle at the base of the fire
    Squeeze the lever slowly
    Sweep from side to side

4. If unable to put out the fire, evacuate the building immediately, closing doors on your way out. Follow the **Evacuation Procedure.**

If the fire is NOT in your area:

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

BOMB THREAT CALL INSTRUCTIONS
SIP 7000-006: Emergency Procedures

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.

DISASTER RESPONSE KITS
SIP 7000-006: Emergency Procedures

Disaster Response Kits are provided and checked monthly by the Facilities & Operations Department at the Van Ness and Towers sites (Downtown). 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.

Disaster Response Kit Locations Downtown:

Van Ness Building
1st Floor:	Room 127
2nd Floor:	Room 234 & Lunchroom
3rd Floor:	Room 326

Towers Building
1st Floor:	Hallway next to 101
2nd Floor:	Room 211
3rd Floor:	Room 316
4th Floor:	Room 418
5th Floor:	Room 519
6th Floor:	Room 617
7th Floor:	Room 722
8th Floor:	Room 814

Other Locations – See site administrator

ACTIVE ASSAILANT PROCEDURE
SIP 7000-006: Emergency Procedures

FCSS employees are empowered to take any necessary actions in the event of an active assailant. This options based strategy follows the principals of Run, Hide, Fight

> **Run** to safety when there is an active threat
> **Hide** if escape is not possible
> **Fight** only as a last resort and if your life is in danger

1. **Run** to safety when there is an active assailant.

   - If there is considerable distance between you and the assailant, quickly move away from the sound of the gunfire/assailant. If the assailant is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
   - Leave your belongings behind.
   - Keep your hands visible to law enforcement.
   - Take others with you, but do not stay behind because others will not go.
   - Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the assailant.

2. **Hide** silently in as safe a place as possible.

   - If the assailant is in close proximity and you cannot evacuate safely, hide in an area out of view.
   - Choose a hiding place with thicker walls and fewer windows, if possible.
   - Lock doors and barricade with furniture, if possible.
   - Turn off lights.
   - Silence phones and turn off other electronics.
   - Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
   - If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.
   - Remain in place until the area has been cleared and you are instructed by authorized personnel.

3. **Fight** to disrupt or incapacitate the assailant

   - As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
   - Attempt to incapacitate or disrupt the actions of the assailant.
   - Act with physical aggression toward the assailant.
   - Use items in your area such as fire extinguishers or chairs.
   - Throw items at the assailant if possible.
   - Call 911 when it is safe to do so.

4. After the incident, wait for law enforcement to assist you out of the building if inside. Display empty hands with open palms when law enforcement arrives.

EVACUATION PROCEDURE
SIP 7000-006: Emergency Procedures

Upon an evacuation alert:

1. Do not use elevators.

2. Using the nearest stairs (if applicable) and doors, proceed directly to the designated assembly area. Close doors behind you.

3. Be sure to take purses, wallets, or other personal valuables with you, if safe to do so.

4. Do not attempt to reenter the building until instructed.

5. Keep clear of all emergency vehicles and equipment.

6. If unable to descend the stairs, remain in the stairwell until help arrives.

7. Upon evacuating the building, immediately gather with employees located in your work area and/or building floor to determine if anyone is missing and report to your site's designated evacuation coordinator.

8. Remain in the designated assembly area until further instructions are received.

DEFIBRILLATOR POLICY
SIP 7000-006: Emergency Procedures

1. An Automated External Defibrillator (AED) is to be used on an unconscious person without signs of circulation to increase the immediate chance of survival of the victim.

2. The procedure for defibrillation will be attached to each AED and sent to employees annually.

3. Following use of the AED, notify the Senior Director of Health Services.

4. The AED battery and pad expiration date are to be checked monthly by the maintenance staff. The Health Services staff check AED operation every six months.

AED Locations:

Van Ness Building
1st Floor - by Elevator
2nd Floor - Outside room 270
3rd Floor - by Elevator

Towers Building
1st Floor - Hallway next to 101
3rd Floor - by Elevator
4th Floor - by Elevator
5th Floor - by Elevator
6th Floor - by Elevator
7th Floor - by Elevator
8th Floor - by Elevator

Other Locations
CTE/ROP
Health Services
Kermit Koontz Education Complex
Migrant Education
Monte Vista
Ramacher
Sutherland
Scout Island
Violet Heintz Education Academy

Phone Directory

School Site: Sutherland Center

Please list names in alphabetical order by last name.

Last Name	First Name	Office/ Room #	Phone Number	Agency Name (If not FCSS Employee)
Aceves	Juana	KHS		
Campos	Karla	Room 2		
Carrillo	LeeAnne	Room 7		
Chavez-Pina	Aurora	Administration		
Ellis	Brandon	Room 8		
Garcia	Martin	Mendota Elem		
Gonzales	Angle	Room 4		
Harris	Nichole	Room 3		
Santiago	Maria	KMS		**Redacted per Ed. Code, § 32281, subd.(f)(1)**
Schultz	Merysa	Administration		
Thao	Yia	MPR		
Torres	Sergio	KFE		
Vacant	Vacant	Room 5		
Valdadez	Elaine	Administration		
Vera	Filiberto	Room 6		
Wood	Jerrod	Administration		
Xiong	Coua	Room 1		

**Fresno County
Superintendent of Schools**

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.

```
                    MANAGEMENT/COMMAND
    ┌───────────────┬──────────────┬──────────────────┐
Operations    Planning /       Logistics       Finance /
              Intelligence                      Administration
```

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.

```
                    MANAGEMENT/COMMAND
                     Incident Commander

          Safety Officer        Public Information Officer (PIO)
          Liaison Officer

    ┌───────────────┬──────────────┬──────────────────┐
 Operations      Planning /       Logistics       Finance /
 Site Security   Intelligence     Supplies/        Administration
 Search & Rescue Situation Status Facilities       Recordkeeping
 Medical         Documentation    Staffing
 Student Care                     Transportation
 Student Release                  Communications
```

Guidelines for Staffing SEMS Positions in FCSS

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.

<div align="center">

Management

</div>

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).

<div align="center">

Operations

</div>

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:

		PREPARED ON:
FROM: Date:	**To:** 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.

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):**

INCIDENT ACTION PLAN

School/Site:

FOR OPERATIONAL PERIOD:

FROM:	Date:	To:	Date:	PREPARED ON: Date:
	Time:		Time:	Time:

MANAGEMENT STAFF	OPERATIONS SECTION
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:

PLANNING SECTION	LOGISTICS SECTION
Planning Section Chief:	Logistics Section Chief:
Situation Analysis Unit:	Supplies/Facilities Unit:
Documentation Unit:	Staffing Unit:
	Communications Unit:
	Transportation Unit:

AGENCY REPRESENTATIVES	FINANCE & ADMIN SECTION
	Finance Section Chief:
	Recordkeeping Unit:
Approved by:	**Prepared by:**

☐ If additional space is needed, ✓ box and use reverse side of this sheet.

SECTION TASKS	School/Site:	
FOR OPERATIONAL PERIOD:		**PREPARED ON:**
FROM: Date: **To:** Date:		Date:
Time: Time:		Time:

MANAGEMENT SECTION	PERSON ASSIGNED TO:

PUBLIC INFORMATION OFFICER STAFF	PERSON ASSIGNED TO:

OPERATIONS SECTION	PERSON ASSIGNED TO:

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.

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

Incident Check-in Roster	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.)**
Prepared by:			

LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)			
ORGANIZATION/AGENCY	NAME	LOCATION	CONTACT NUMBER

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	Jerrod Wood		
Operations	Yia Thao	Custodian		
Planning/Intelligence	Principal	Jerrod Wood		
			Redacted per Ed. Code, § 32281, subd.(f)(1)	
Logistics	Para-Professional	Tim Story		
Finance/Administration	Program Administration	Aurora Chavez-Pina		
Other	Ofifce Assistant	Elaine Valadez		

Sutherland Center

School Site	Primary ICP Location	Secondary ICP Location

Fresno County
Superintendent of Schools

Reunification Plan
Instructions

School Site Sutherland Center _____

Reunification Location (must be able to accommodate all parents) Cafeteria/MPR _____

- 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
Elaine Valadez: Office Asst	Yia Thao: Custodian	A
Aurora Chavez-Pina: Program Asst	LeeAnna Carrillo: ESN Teacher	B
Brandon Ellis: ESN Teacher	Angel Gonzales: ESN Teacher	C
Yia Thao: Custodian	Jerrod Wood: Principal	D
Jerrod Wood: Principal	Tim Story: Para-Educator	E

Date 1/22/2025 _____

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			

Instructional Continuity

Section Ed. Code, § 32282, subd.(a)(3)(A)

School Site: **Sutherland Center**

In the event of an emergency that causes disruption to in-person instruction, as soon as reasonably possible but no later than 5 calendar days, FCSS school sites will establish two-way communication with pupils and their families. Existing communication tools will be used to provide support to families and identify and provide support for social-emotional, mental health and academic needs.

Describe what communication tools will be used to establish two-way communication with pupils and their families.
Parent square is utilized by staff to keep parents informed of any incidents, actions, or emergencies. Staff will make calls to parents, send parent square messgaes, or other means that have been set up by each individual teacher. Staff/Adminmistration will send any and all relevant correspondance home with students, through US mail, and make announcements on the parent square application Office staff will be available (depending on the nature of the emergency) via phone or in-person to answer any questions that parents /community members have.

In the event of an emergency that causes disruption to in-person instruction, as soon as reasonably possible but no later than 10 instruction days after the emergency, FCSS school sites will provide access to in-person instruction or remote instruction.

Describe the site-specific plan to meet instructional standards to those applicable to independent study programs within the required deadline.
Teachers will make contact with parent/guardians to explain the current situation and let them know what the plan of action is going forward. An electronic poll will be sent to parents to determine what the best mode of instruction or communication is for them. The school site Principal and staff will decide how best to proceed in educating students. Options include: Online instruction, online office hours, paper packets, or bring-in services. Students can access Teach Town from any location with internet access. Specific guidelines: Weekly check-ins to determine work out put and collect work samples. Laptops will be provided to students that do not have access to a device. Depending on the nature and prevalence of the emergency FCSS could move students from their current location and provide services in another setting (Alternate location deemed appropriate)

Gang-Related Apparel

School Site: Sutherland Center

Section Ed. Code, § 32282, subd.(a)(2)(F)

> Please define all "gang-related apparel" that pupils are prohibited from wearing at your site, if any. "Gang-related apparel" is defined as apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Subjected to Superintendent or Designee review and approval and date.

Sutherland does not have any issues regarding "gang related apparel" issues within the school setting. Administration monitors clothing and apparel worn by staff and students to determine if items are deemed as detrimental to the safety of the school.

Staff dress code: Staff are not to wear clothing with Logo's affiliated with any professional sports teams unless allowed by a specific day (Sports Day, Red Ribbon Week)

Staff clothing should be professional in nature. No open toed shoes. Due to the nature of the work that is done with students, comfortable clothing is allowable as long as it is professional and follows guidelines set forth by FCSS policy.

Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School

Ed. Code, § 32282, subd.(a)(2)(G)

School Site: 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 check in with the new Verkada check in system located at the front reception desk.

Verkada system has check in ability for Visitors, Parents, Bus Drivers, as well as being used for student drop off and pick up.

All visitors must have a badge with their photo on it prior to entering the building beyond the reception area.

Staff are outside at predetermined times to take students off of the bus and load them on the bus in the afternoon.

Signs are posted outside for Bus loading/unloading zone during specific hours of the day.

Visitors that do not have an appointment must contact the person they are trying to meet and/or make an appointment for another date/time.

Staff come to the main office to retrieve students that come in late. Parents are not supposed to go to the classroom unless they have requested to do so previously.

Internal gates are locked and shut during instructional hours, this is so students cannot access the main street in front of Sutherland.

Gates to the school site are shut and locked at 4:30PM

Pupils:
Students arrive by bus or parent drop-off
Students are greeted by staff at a specified location
Late arrivals (After 8:45) Parents sign in their respective students in the front office, students are transferred to classroom location by certificate/classified staff. Sign in is done using the Verkada System.

II. Staff

Please define the procedures for the daily ingress/egress of staff. Attach maps and additional pages as necessary.

Staff is required to enter through the main building and sign in on the daily sign-in sheet.

Staff sign out at the end of the day, they leave through the main office.

Staff are not required to sign out/sign in during their lunch hour, they are free to leave through the side gates or the main office as needed.

Substitutes are required to sign in and out via the Verkada system (Teachers and Para's)

Site-Specific Discipline Rules/Policies

Ed. Code, § 32282, subd.(a)(2)(I)

School Site: Sutherland Center

Please list any discipline rules/policies that are specific to your site. Attach additional pages as necessary.

Visitors check in using the Verkada system, they receive a badge with their picture and are logged into the system.

Emergency Drills:
Fire Drills: One drill per month
Lock-down Drill: One drill per semester
Earthquake drills: One drill per quarter

Partner with Kerman Unified and Catapult Emergency system services Application
Partner with Kerman School resource officer and Site Principal (Kerman Floyd) to communicate regarding Sutherland and KF emergency drills as well as actual emergencies

Sutherland utilizes a positive behavior support system & Techniques that are proactive instead of reactive. Sutherland adheres to Ed. Code 48900, but other than extremely serious circumstances students are not suspended.

Discipline is determined by classroom staff at the micro level and the site Principal at the Macro level.

Therefore, "discipline" is considered to be a continuation of functional instruction. Behaviors are fist addressed in their IEP through the development of behavioral goals and/or behavior support plans.

Classroom management systems include (but not limited to) the following:

*visuals used for schedules, communication, and choice making
*communication strips/icons/PECS where students choose what they are working for
*communication strips/icons/PECS structuring an activity "First/Then."
*use of break cards to request a short break and then return to task
*schedules that alternate preferred activities with non-preferred activities
*planned ignoring or attention seeking behavior
*close proximity supervision as appropriate
*movement breaks
*environmental supports (preferential seating; close to teacher; special seating)
*use of sensory items to help regulate the student

Staff and parents can also consult with the school psychologist, speech language pathologist, occupational therapist, and school nurse to support the needs of all students.

Site's Discussion on Safe and Orderly Environment Conducive to Learning

Ed. Code, § 32282, subd.(a)(2)(H)

School Site: Sutherland Center

Please explain your site's policy on a safe and orderly environment conducive to learning. Provide as much information as possible.

Staff meetings, classroom meetings, and cohort meetings are scheduled, calendered, and attended throughout the year.
Teams works with grade level partners to build a community of learners/leaders that can communicate the trials and successes of implementing a new curriculum.
Staff work well together on a daily basis. When a classroom is missing a staff member, the rest of the Sutherland site team (off-sites as well) come to their aid and help in any way they can.
Student of the month assemblies are held 7 months out of the year. All classes attend and cheer on the students from different classes. Parent engagement encourages better attendance and quality relationships with Sutherland staff.
IEP and behavior related training (discussions) provided by the Prinipal at each staff meeting. Individual and small group meetings occur organically throughout the school year.
ESN High School meetings throughout the school year to discuss the Alternate diploma and CA state requirements.
Staff members are trained in working with students and on how to deescalate situations instead of restraining students unless it is the absolute last resort to keep a student or other students safe.
Lesson plans are submitted weekly so that staff and site administration can monitor the routine of the classroom and ensure that classroom management strategies are being implemented with fidelity.
Classroom meetings and cohort reflections submitted for review after each session. Site Principal reviews and provides feedback.

The development of Sutherland's Safe School Plan was undertaken as a part of the overall planning and evaluation which has long been established at the Sutherland Educational Center. This planning and evaluation procedure has been developed with a collaborative committee including our principal, program assistant, office assistant, school psychologist, nurse, teachers, and Para-professionals

The following procedures were utilized in developing Sutherland'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 the Sutherland Center and will be reviewed at least annually but more often as needed.
3. Pertinent data and observations were reviewed and compiled.
4. Sutherland'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 Sutherland'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 7 classrooms on the Sutherland campus. Students range from ages three through twenty-two and approximately 8% are considered medically fragile. Of this 8%, 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.

One classroom on a comprehensive site has a nurse (LVN) to support individual medical needs throughout the day. This is required to ensure appropriate respiration, feeding, and medication administration. The staff at Sutherland includes 11 teachers of students with extensive support needs, twenty six paraeducators for students with extensive support needs, three SLP's, one physical therapist, two DHH Itinerant teachers, one occupational Therapist, two administrative support personnel, and one principal.

Sutherland Center 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
Sutherland 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.

Please discuss the school culture at your site. Provide as much information as possible.

The school culture at Sutherland is one of community. Staff work together to become a better unit overall. Para-educators cover other para-educators when they are out for a variety of reasons. Teachers will take other classes students if a teacher is ill, has an IEP, or needs to meet with other members of the Sutherland team.

The staff routinely set up staff events during their lunch hours to feed others throughout their lunch hours.
Sutherland is a community of educators that is built on a shared love for the students we serve and mutual respect for the people that work here.
Several staff events are set up throughout the year to celebrate various events and have the staff come together.
Integrated site classes are invited to attend all events, if they are able to.
Student of the month celebrations happen throughout the year. Parents are invited to attend the event when their student is receiving the award.
Familes are able to attend the Student Halloween and Christmas celebrations scheduled during the school day.

Please provide three goals for the school culture at your site.

1. Continue to work collaboratively with parents and community partners to increase parent and community engagement

2. Decrease staff absences. Excessive staff absences put a strain on other classrooms and can cause a decline in the positive culture of the center.

3. Continued staff trainings to meet the unique needs of the population that we serve. (Behavior trainings, TeachTown trainings/discussions)

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.

The Sutherland Center is located in Kerman, Ca.

The Sutherland Center consists of 8 classrooms, 1 administration building, and 1 multi-purpose room. FCSS operates 4 classrooms on comprehensive sites that are considered part of the Sutherland Center.

School Grounds
Safety, cleanliness, and maintenance of the grounds and buildings are high priorities at the Sutherland Center. 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. Four cameras are utilized to monitor the school grounds. 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.

School Buildings and Classrooms
Sutherland's classrooms surround a courtyard, The MPR is located to the East side of the property. Classrooms are well maintained and free of hazards. Sutherland is 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
Sutherland 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. 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.

General Campus Safety: all gates and the front door are locked during the instructional day; they are only unlocked during the designated drop-off and pick-up times for a given day. All staff, parents, and visitors must check in at the front office.

The sensory room has been cleaned out, it will be a PIP classroom in 2025-2026 school year
Large dumpster has been utilized to throw away items that are beyond their usefullness.
Air Conditioning/Heating units have been upgraded and are in good working condition.
Campus is clean and kept up daily
Playground will be fixed and safe for student use.
Stage has been decluttered and will be available for its intended use
Wood chips have been replaced in the playground area.
New out door learning center is done and able to be used
HVAC systems for every classroom and administration building are new

Please provide three goals for your site's physical condition.

1. Playground equipment updated and ready to be used by students. Age appropriate playground equipment for both younger and older students.

2. Tree's in the playground are will be trimmed back so that they are not causing damage to the structures they are near.

3. Stage, C-train, and sensory room cleared and ready to be used for their intended purposes.

Tactical Response Protocols

Ed. Code, § 32282, subd.(a)(2)(J)

School Site: Sutherland Center

> Please define your site's procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and school-related functions. You may leave out any tactical response protocols that may jeopardize site safety. This may include lockdown procedures and other responses. Also refer to the Standardized Emergency Management System and Safe School Leadership Team. Refer to position titles when duties are assigned to specific individuals. Use clear and concise language and avoid using passwords or passcodes to prevent confusion. Use a numbered list to show instructions in the order that they should be followed.

Redacted per Ed. Code, § 32281, subd.(f)(1)

BEHAVIORAL THREAT ASSESSMENT

A Guide for Schools

- Youth violence is preventable.
- People who hurt themselves or others, typically show warning signs before they carry out an act of violence.
- Behavioral threat assessment assesses threats of potentially harmful or lethal behavior and determines the level of concern and what actions or next steps are required. Resources and strategies are organized to manage situations involving people that pose threats to others and the overall goal is to prevent violence, promote inclusivity, connect with kids, and maintain a sense of psychological safety within the community.

KNOW THE SIGNS

Behavioral Indicators

- A shift towards a threat of extreme aggression or violence
- Threatening communications suggesting a potential violent attack (e.g., planning details, ongoing consideration of an attack)
- Indications of a specific target, or targets
- Indications of a motive, goal, or justification for a serious attack
- Indications of behavior that increase the possibility of violence occurring (e.g. a plan, acquiring /attempting to acquire or researching weapons, rehearsing the event, scheduling the attack)
- Actions and behaviors are consistent with communication- threats are accompanied with behaviors, motives, target, etc.
- Peer collaboration (Peers aware of or concerned about attack or recruiting peers or peer encouragement)
- Expressing thoughts of harming self or others
- Direct threats to others/place/selves, expressing a threat as a plan

Possible Life Situations

- Family dysfunction
- Academic failure
- Social crisis
- Suicidal ideation

Other Possible Signs

- Indications of suicidal thoughts
- Emotional coping reserves decreasing/low
- Sudden withdrawal from friends, family and activities
- Bullying
- Excessive irritability, lack of patience, quick to anger
- Chronic loneliness or social isolation
- Bragging about access to guns or weapons

**While this list of behavioral indicators could serve as a "red flag" for a potential violent incident, not all students who display these behaviors will commit a violent act, and conversely, there is potential for a student to commit a violent act without the presence of these characteristics. Please consult a trained staff member or law enforcement to discuss any concerns. Call 911 immediately if you or anyone else is in imminent danger.

*Salem Keizer Cascade Model- Student Threat Assessment System- Risk Indicators

WHAT TO DO

Connect • • • • • Creativity • • • • • • • • Calm • • • • • • • • Choices • • • • • Compassion

- Establish ongoing, sincere, and trusting relationships with youth built upon regular, quality communications.
- Be sensitive to the stressors influencing children and provide timely intervention support.
- Be alert for, and promptly respond to issues such as: detachment, withdrawal, threats, disciplinary issues, interests/preoccupation with weapon, bombs, violent forms of "entertainment", abuse of animals, suicide threats or attempts, self-mutilations, etc.
- Talk to children honestly and, if necessary, seek professional help BEFORE a crisis!

*Schoolsecurity.org

PROCESS

Contact your Threat Assessment Level 1 Site Team.

Team to review and determine if Level 1 assessment is needed.

If Level 1 is needed, complete assessment with Site Team and implement interventions.

If unfounded concern, team completes Threat Response Dismissal form.

*Team to determine if Level 2 assessment is needed. If so, complete assessment.

Maintain safety at **all** levels.

SAFETY FIRST

*This process follows the Salem Keizer Cascade Threat Assessment Model. Each district may follow a different process, please work with your admininstration and threat assessment team to follow the appropriate process for your district.

RESOURCES

If you are concerned, don't wait, reach out now!
It's better to get help early than to wait until there is a crisis.

ASSESSMENT FORMS

ONLINE RESOURCES

Appendix F

Violet Heintz Education Academy

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Facilities
EMERGENCY PROCEDURES

Policy Statement

The Fresno County Superintendent of Schools (FCSS) is committed to maximizing student and employee safety and believes that having consistent planned responses to various types of situations creates a safer environment. Therefore, this shall be the internal procedure for emergencies.

QUICK LINKS

Non-Emergency Numbers and Medical Facilities

Power Outage Procedure

Earthquake Procedure

Emergency Fire Procedure

Bomb Threat Call Instructions

Disaster Response Kits

Active Assailant Procedure

Evacuation Procedure

Defibrillator Policy

The FCSS has prepared these procedures to be applicable to all locations for consistency of response and as the minimum planning necessary. Each site is encouraged to create more detailed plans with tactical information as appropriate to the sites specific location, use, and physical attributes. Additionally, the FCSS annually prepares a Comprehensive School Safety Plan (CSSP) that covers all school sites operated by the FCSS. These emergency procedures are included in each school sites' portion of the CSSP.

The procedures listed in the quick links above are to be adhered to in the event of an emergency, disaster, or crisis situation. A copy of each procedure will be listed in a flip chart and posted in easily visible and accessible locations.

In the rare event of a state disaster, the State may call upon FCSS to assist in handling a state crisis. For more information, see SOP #1314: The Notice To Employees of Disaster Worker Status and Procedures for Administering Oath.

References

Superintendent and Board Policy No. 0450 – Comprehensive Safety Plan

Administrative Regulation No. 0450 – Comprehensive Safety Plan

Effective: 01/13/1997
Revised: 10/09/2013, 03/06/2024

NON-EMERGENCY NUMBERS AND MEDICAL FACILITIES
SIP 7000-006: Emergency Procedures

IN CASE OF AN EMERGENCY, DIAL 911	
Non-Emergency Numbers	
American Ambulance	(559) 443-5900
Fresno Fire Department	(559) 621-4000
Fresno Police Department	(559) 621-7000
Fresno County Sheriff	(559) 600-8400
Poison Control	(800) 222-1222
Employee Injury/Illness	(844) 752-0415
CAL OSHA	(559) 445-5302
Facilities & Operations Department	(559) 497-3705
CIS Security (Downtown)	(559) 360-7234
CIS Security Dispatch	(559) 495-3000
MEDICAL TREATMENT FACILITIES	
Concentra Urgent Care Facilities	
7265 N. First St., Suite 105 Fresno, CA 93720	(559) 431-8181
2555 S. East Ave. Fresno, CA 93706	(559) 499-2400
Saint Agnes Occupational Health Center	
7202 N. Millbrook Ave., Suite 108 Fresno, CA 93720	(559) 450-7777

Version #1

POWER OUTAGE PROCEDURE
SIP 7000-0006: Emergency Procedures

In the event of a power outage:

1. Remain at or return to your work area.

2. Shut off all equipment.

3. Do not wander around or leave the building.

4. Await further instruction from authorized personnel.

EARTHQUAKE PROCEDURE
SIP 7000-006: Emergency Procedures

DURING an earthquake:

1. STAY CALM

2. DROP, COVER, & HOLD ON!

    Drop to the floor and take cover under a sturdy desk or table. Cover your head with your arms and hold on to the desk/table, even if it moves. If a table is not available, be sure to cover your head and keep it protected. Stay away from glass windows.

AFTER an earthquake assess the situation:

1. Check for safety in order to determine if you need to evacuate the building.

    If evacuating the building, follow the Evacuation Procedure.

2. Check for injuries and determine if you or others need first aid.

    If first aid is needed, locate your area's first aid kit and begin first aid.

3. Await further instruction from authorized personnel.

EMERGENCY FIRE PROCEDURE
SIP 7000-006: Emergency Procedures

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 from a safe distance (typically about 8 feet), if possible. Utilize the PASS method:

   Pull the pin in the handle
   Aim the nozzle at the base of the fire
   Squeeze the lever slowly
   Sweep from side to side

4. If unable to put out the fire, evacuate the building immediately, closing doors on your way out. Follow the **Evacuation Procedure.**

If the fire is NOT in your area:

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

BOMB THREAT CALL INSTRUCTIONS
SIP 7000-006: Emergency Procedures

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.

DISASTER RESPONSE KITS
SIP 7000-006: Emergency Procedures

Disaster Response Kits are provided and checked monthly by the Facilities & Operations Department at the Van Ness and Towers sites (Downtown). 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.

Disaster Response Kit Locations Downtown:

Van Ness Building

1st Floor:	Room 127
2nd Floor:	Room 234 & Lunchroom
3rd Floor:	Room 326

Towers Building

1st Floor:	Hallway next to 101
2nd Floor:	Room 211
3rd Floor:	Room 316
4th Floor:	Room 418
5th Floor:	Room 519
6th Floor:	Room 617
7th Floor:	Room 722
8th Floor:	Room 814

Other Locations – See site administrator

ACTIVE ASSAILANT PROCEDURE
SIP 7000-006: Emergency Procedures

FCSS employees are empowered to take any necessary actions in the event of an active assailant. This options based strategy follows the principals of Run, Hide, Fight

> **Run** to safety when there is an active threat
> **Hide** if escape is not possible
> **Fight** only as a last resort and if your life is in danger

1. **Run** to safety when there is an active assailant.

    - If there is considerable distance between you and the assailant, quickly move away from the sound of the gunfire/assailant. If the assailant is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
    - Leave your belongings behind.
    - Keep your hands visible to law enforcement.
    - Take others with you, but do not stay behind because others will not go.
    - Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the assailant.

2. **Hide** silently in as safe a place as possible.

    - If the assailant is in close proximity and you cannot evacuate safely, hide in an area out of view.
    - Choose a hiding place with thicker walls and fewer windows, if possible.
    - Lock doors and barricade with furniture, if possible.
    - Turn off lights.
    - Silence phones and turn off other electronics.
    - Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
    - If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.
    - Remain in place until the area has been cleared and you are instructed by authorized personnel.

3. **Fight** to disrupt or incapacitate the assailant

    - As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
    - Attempt to incapacitate or disrupt the actions of the assailant.
    - Act with physical aggression toward the assailant.
    - Use items in your area such as fire extinguishers or chairs.
    - Throw items at the assailant if possible.
    - Call 911 when it is safe to do so.

4. After the incident, wait for law enforcement to assist you out of the building if inside. Display empty hands with open palms when law enforcement arrives.

EVACUATION PROCEDURE
SIP 7000-006: Emergency Procedures

Upon an evacuation alert:

1. Do not use elevators.

2. Using the nearest stairs (if applicable) and doors, proceed directly to the designated assembly area. Close doors behind you.

3. Be sure to take purses, wallets, or other personal valuables with you, if safe to do so.

4. Do not attempt to reenter the building until instructed.

5. Keep clear of all emergency vehicles and equipment.

6. If unable to descend the stairs, remain in the stairwell until help arrives.

7. Upon evacuating the building, immediately gather with employees located in your work area and/or building floor to determine if anyone is missing and report to your site's designated evacuation coordinator.

8. Remain in the designated assembly area until further instructions are received.

DEFIBRILLATOR POLICY
SIP 7000-006: Emergency Procedures

1. An Automated External Defibrillator (AED) is to be used on an unconscious person without signs of circulation to increase the immediate chance of survival of the victim.

2. The procedure for defibrillation will be attached to each AED and sent to employees annually.

3. Following use of the AED, notify the Senior Director of Health Services.

4. The AED battery and pad expiration date are to be checked monthly by the maintenance staff. The Health Services staff check AED operation every six months.

AED Locations:

Van Ness Building
1st Floor - by Elevator
2nd Floor - Outside room 270
3rd Floor - by Elevator

Towers Building
1st Floor - Hallway next to 101
3rd Floor - by Elevator
4th Floor - by Elevator
5th Floor - by Elevator
6th Floor - by Elevator
7th Floor - by Elevator
8th Floor - by Elevator

Other Locations
CTE/ROP
Health Services
Kermit Koontz Education Complex
Migrant Education
Monte Vista
Ramacher
Sutherland
Scout Island
Violet Heintz Education Academy

Phone Directory

School Site: VHEA

Please list names in alphabetical order by last name.

Last Name	First Name	Office/ Room #	Phone Number	Agency Name (If not FCSS Employee)
Menchaca	Phillip	Room 103		
Schuman	Lucas	Room 105		
Sanchez Ramirez	Alondra	Room 101		
Gonzalez	Lisa	Front Office		
Guerra	Annabel	Front Office		
Sanchez	Jose	Room 106		
Lopez	Tina	CCRC		
Serrato	Maritza	CCRC		
Butler	Nick	Room 4		
Cruz	Ron	Room 1		**Redacted per Ed. Code, § 32281, subd.(f)(1)**
Mendiola	Manuel	Room 2		
Lott	Kevin	Room 3		
Valle	Jaqueline	Room 4		
Coombs	Richard	Room 5		
Bray	Austin	Room 6		
Padilla	Marisa	Room 107		
Hamilton	Vanessa	Room 108		
Fernando	Erika	Nurse Office		
Bradley	Tamarah	Library		
Villagomez	Valerie	Room 102		
Grijalva	Philip	Room 104		
Rodriguez	Jeremy	CCRC Desk 2		

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.

```
                    MANAGEMENT/COMMAND

  Operations   Planning /      Logistics    Finance /
               Intelligence                 Administration
```

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.

```
                    MANAGEMENT/COMMAND
                     Incident Commander

        Safety Officer      Public Information Officer (PIO)
        Liaison Officer

  Operations      Planning /        Logistics         Finance /
  Site Security   Intelligence      Supplies/Facilities  Administration
  Search & Rescue Situation Status  Staffing          Recordkeeping
  Medical         Documentation     Transportation
  Student Care                      Communications
  Student Release
```

Guidelines for Staffing SEMS Positions in FCSS

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: **To:** Date: **PREPARED ON:** 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.

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):**

INCIDENT ACTION PLAN | School/Site:

FOR OPERATIONAL PERIOD:

FROM: Date:	To: Date:	PREPARED ON: Date:
Time:	Time:	Time:

MANAGEMENT STAFF	OPERATIONS SECTION
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:

PLANNING SECTION	LOGISTICS SECTION
Planning Section Chief:	Logistics Section Chief:
Situation Analysis Unit:	Supplies/Facilities Unit:
Documentation Unit:	Staffing Unit:
	Communications Unit:
	Transportation Unit:

AGENCY REPRESENTATIVES	FINANCE & ADMIN SECTION
	Finance Section Chief:
	Recordkeeping Unit:

Approved by:	Prepared by:

☐ If additional space is needed, ✓ box and use reverse side of this sheet.

SECTION TASKS	School/Site:	

FOR OPERATIONAL PERIOD:		PREPARED ON:
FROM: Date:	To: Date:	Date:
Time:	Time:	Time:

MANAGEMENT SECTION	PERSON ASSIGNED TO:

PUBLIC INFORMATION OFFICER STAFF	PERSON ASSIGNED TO:

OPERATIONS SECTION	PERSON ASSIGNED TO:

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.

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

Incident Check-in Roster	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.)

Prepared by:

LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)			
ORGANIZATION/AGENCY	NAME	LOCATION	CONTACT NUMBER

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/Principal	Phillip Menchaca		
	Assistant Principal	Lucas Schuman		
Operations	Guidance Learning Specialist	Tina Lopez		
	Custodian	Jose Sanchez		
Planning/Intelligence	SRO/Probation	Phillip Grijalva/Jeremy Rodriguez		
	Administration	Phillip Menchaca/Lucas Schuman		
	Guidance Learning Specialist	Tina Lopez		
Logistics	Student Supervision Team	Jemal Pulliam/Angel Corruvibia		
Finance/Administration	School Secretary	Annabel Guerra		
	Registrar	Lisa Gonzalez		
	Director/Principal	Phillip Menchaca		
Other				

Redacted per Ed. Code, § 32281, subd.(f)(1)

Violet Heintz Education Academy

School Site   Primary ICP Location   Secondary ICP Location

Version 3.0, 12/2/2024

Fresno County Superintendent of Schools

Reunification Plan
Instructions

School Site Violet Heintz Education Academy
_____

Reunification Location (must be able to accommodate all parents) Front Main Office Entrance
_____

- 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
Phil Menchaca	Director	Supervise/train
Lucas Schuman	Admin	Supervise/support
Tina Lopez	GLS	Supervise/support
Lisa Gonzalez	Office Staff	Student release/contact
Annabel Guerra	Office Staff	Student release/contact
Alondra Sanchez Ramirez	Office Staff	Student release/contact
Marisa Padilla	Certificated	Student supervision/support
Vanessa Hamilton	PPS	Student supervision/support
Jemal Pulliam	Campus Supervisor	Student supervision/support
Angel Correvubia	Campus Supervisor	Student supervision/support

Date 1/13/2025 _____

**Fresno County
Superintendent of Schools**

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.**

**Fresno County
Superintendent of Schools**

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

Date _____

Plan Exercise Checklist

All staff shall be trained on the comprehensive school safety plan. (Ed. Code, § 32280)

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. (Ed. Code, § 32282, subd.(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. (Ed. Code, § 32001)

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			

Instructional Continuity

Section Ed. Code, § 32282, subd.(a)(3)(A)

School Site: __Violet Heintz Education Academy__

In the event of an emergency that causes disruption to in-person instruction, as soon as reasonably possible but no later than 5 calendar days, FCSS school sites will establish two-way communication with pupils and their families. Existing communication tools will be used to provide support to families and identify and provide support for social-emotional, mental health and academic needs.

Describe what communication tools will be used to establish two-way communication with pupils and their families.
VHEA will utilize all methods of communication available between school staff and students/families. This will include Parent Square, phone calls, emails, text messages, letters home in the students' home language, and notifications on VHEA's page on the FCSS site. Communication will be documented, with follow-up to families that staff are unable to reach. Follow-up may include visits to the students' homes.

In the event of an emergency that causes disruption to in-person instruction, as soon as reasonably possible but no later than 10 instruction days after the emergency, FCSS school sites will provide access to in-person instruction or remote instruction.

Describe the site-specific plan to meet instructional standards to those applicable to independent study programs within the required deadline.
VHEA will utilize the existing Edmentum online curriculum and Independent Study model to ensure instructional standards are met. WiFi hotspots and Chromebooks will be made available to all students in need, and daily instruction and check-ins will be facilitated by teachers, with administration and other staff in support.

Gang-Related Apparel

School Site: Violet Heintz Education Academy

Section Ed. Code, § 32282, subd.(a)(2)(F)

Please define all "gang-related apparel" that pupils are prohibited from wearing at your site, if any. "Gang-related apparel" is defined as apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Subjected to Superintendent or Designee review and approval and date.

In addition to the information on student dress code in the Safe and Orderly Environment document, VHEA prohibits any design or logo that represents a gang or illegal activities.

Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School

Ed. Code, § 32282, subd.(a)(2)(G)

School Site: 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 the VHEA security office. Students are screened by a walk through metal detector or a hand held metal detector. During morning hours, students enter the common breakfast/PE area on the west side of campus or through the main doors to the MPR. 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

Ed. Code, § 32282, subd.(a)(2)(I)

School Site: 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 campus and classroom rules and expectations.

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), in-house suspension, talk with designated staff or meet with Probation, as appropriate. Student may lose snack bar privileges. If offense is serious, or behavior has happened in more than one class, Administration or GLS can assign an off-campus suspension.

When staff assigns a disciplinary action, the classroom teacher, in addition to 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.

If a student has repeated suspensions, administration will schedule a meeting with parents and other school staff to address the situation.

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

Ed. Code, § 32282, subd.(a)(2)(H)

School Site: 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 a campus positive behavior intervention program is effective at meeting the needs of individual students. VHEA 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.

VHEA STUDENT DRESS CODE
In order to provide the best learning environment and to protect the health and safety of all students, the following regulations regarding student clothing apply to all genders. The purpose of this policy is to provide each student with the best possible educational environment and the least amount of distraction.

Appropriate Dress and Grooming for School
Any clothing, hair style, cosmetic, or jewelry, even if not specifically mentioned below, which creates a safety concern, draws undue attention to the wearer, or tends to detract from the educational process is prohibited, unless addressed elsewhere in this regulation. Additionally prohibited are the following items:

Clothing may not be more than fifty percent red or blue. Students who are under the supervision of Probation may have additional restrictions.

Sunglasses are not permitted inside school building.
Tank style shirts, tube tops, halter-tops and spaghetti straps are not permitted.
Clothing that is see-through or exposes a bare midriff or chest is not permitted.
All clothing must cover undergarments.
Dresses, skirts, and shorts may be no more than 4 inches above the knee.
Steel-toed boots, chains, belts with spikes or studs are not allowed.
Tattoos that are gang related must be covered.
Symbols on clothing or accessories representing tobacco, alcohol, or drugs (e.g.p. Cookies) may not be worn.
Clothing or accessories with obscene pictures, profanity, or in violation of hate-crime laws are not allowed. Clothing or accessories with symbols that are perceived as gang related are not allowed.
Clothing with professional or collegiate sports team logos/mascots is not allowed.
Pajamas are not allowed.
Pants must sit at the waist

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 eventually 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 chronic absenteeism rates and increase attendance rates.

2. Reduce the suspension rate.

3. Increase the sense of student connectedness and security while enrolled at VHEA.

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

Ed. Code, § 32282, subd.(a)(2)(J)

School Site: Violet Heintz Education Academy

Please define your site's procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and school-related functions. You may leave out any tactical response protocols that may jeopardize site safety. This may include lockdown procedures and other responses. Also refer to the Standardized Emergency Management System and Safe School Leadership Team. Refer to position titles when duties are assigned to specific individuals. Use clear and concise language and avoid using passwords or passcodes to prevent confusion. Use a numbered list to show instructions in the order that they should be followed.

Redacted per Ed. Code, § 32281, subd.(f)(1)

BEHAVIORAL THREAT ASSESSMENT

A Guide for Schools

- Youth violence is preventable.
- People who hurt themselves or others, typically show warning signs before they carry out an act of violence.
- Behavioral threat assessment assesses threats of potentially harmful or lethal behavior and determines the level of concern and what actions or next steps are required. Resources and strategies are organized to manage situations involving people that pose threats to others and the overall goal is to prevent violence, promote inclusivity, connect with kids, and maintain a sense of psychological safety within the community.

KNOW THE SIGNS

Behavioral Indicators

- A shift towards a threat of extreme aggression or violence
- Threatening communications suggesting a potential violent attack (e.g., planning details, ongoing consideration of an attack)
- Indications of a specific target, or targets
- Indications of a motive, goal, or justification for a serious attack
- Indications of behavior that increase the possibility of violence occurring (e.g. a plan, acquiring /attempting to acquire or researching weapons, rehearsing the event, scheduling the attack)
- Actions and behaviors are consistent with communication- threats are accompanied with behaviors, motives, target, etc.
- Peer collaboration (Peers aware of or concerned about attack or recruiting peers or peer encouragement)
- Expressing thoughts of harming self or others
- Direct threats to others/place/selves, expressing a threat as a plan

Possible Life Situations

- Family dysfunction
- Academic failure
- Social crisis
- Suicidal ideation

Other Possible Signs

- Indications of suicidal thoughts
- Emotional coping reserves decreasing/low
- Sudden withdrawal from friends, family and activities
- Bullying
- Excessive irritability, lack of patience, quick to anger
- Chronic loneliness or social isolation
- Bragging about access to guns or weapons

**While this list of behavioral indicators could serve as a "red flag" for a potential violent incident, not all students who display these behaviors will commit a violent act, and conversely, there is potential for a student to commit a violent act without the presence of these characteristics. Please consult a trained staff member or law enforcement to discuss any concerns. Call 911 immediately if you or anyone else is in imminent danger.

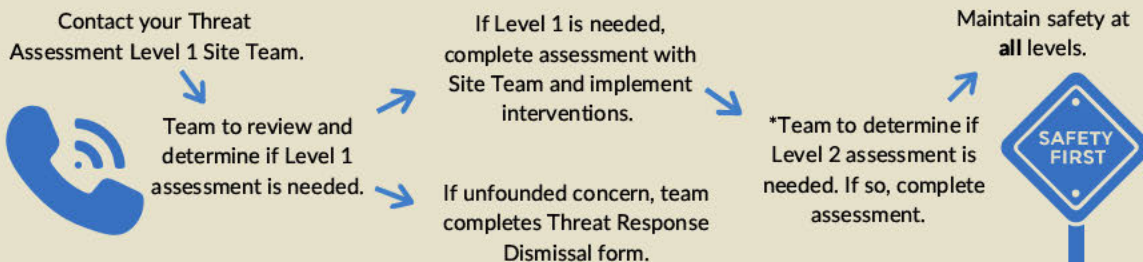*Salem Keizer Cascade Model- Student Threat Assessment System- Risk Indicators*

WHAT TO DO

Connect •••• Creativity •••••• Calm •••••• Choices •••• Compassion

- Establish ongoing, sincere, and trusting relationships with youth built upon regular, quality communications.
- Be sensitive to the stressors influencing children and provide timely intervention support.
- Be alert for, and promptly respond to issues such as: detachment, withdrawal, threats, disciplinary issues, interests/preoccupation with weapon, bombs, violent forms of "entertainment", abuse of animals, suicide threats or attempts, self-mutilations, etc.
- Talk to children honestly and, if necessary, seek professional help BEFORE a crisis!

*Schoolsecurity.org

PROCESS

Contact your Threat Assessment Level 1 Site Team.

Team to review and determine if Level 1 assessment is needed.

If Level 1 is needed, complete assessment with Site Team and implement interventions.

If unfounded concern, team completes Threat Response Dismissal form.

*Team to determine if Level 2 assessment is needed. If so, complete assessment.

Maintain safety at **all** levels.

SAFETY FIRST

*This process follows the Salem Keizer Cascade Threat Assessment Model. Each district may follow a different process, please work with your adminnistration and threat assessment team to follow the appropriate process for your district.

RESOURCES

If you are concerned, don't wait, reach out now!
It's better to get help early than to wait until there is a crisis.

ASSESSMENT FORMS

ONLINE RESOURCES

BEHAVIORAL THREAT ASSESSMENT TEAM

If your district is in need of support or resources for a behavioral threat assessment, please contact the Pupil Personnel Services (PPS) department at FCSS.

Farah McGovern, Lead School Psychologist
fmcgovern@fcoe.org
Trish Small, Senior Director
tsmall@fcoe.org

PPS Department: 559-265-3001