Modoc Joint Unified School District

Comprehensive Safety Plan – Public

Pursuant to Education Code 32280-32289

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Introduction

This Emergency Plan addresses the Modoc Joint Unified School District's planned response to emergencies associated with emergencies and/or disasters. It is designed to be read, understood and exercised prior to an emergency and integrated into the Standardized Emergency Management System (SEMS).

This plan has been written to encompass most potential emergencies on a school campus, in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators and other persons interested in preventing campus crime and violence. Situations may occur where standard methods and practices may be modified for such circumstances. Nothing contained in this plan should be interpreted as an obstacle to the experience, initiative and/or ingenuity to adapt to the complexities, which exist under emergency conditions.

This plan contains the items listed below.

DISTRICT COMPREHENSIVE SAFETY PLAN

1. Routine and emergency disaster procedures including, but not limited to:
    a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act
    b. Earthquake emergency procedure system in accordance with Education Code 32282
    c. A procedure to allow a public agency, 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
2. Assessment of the current status of school crime committed on campuses and at school-related functions pursuant to Education Code 32282
3. Child abuse reporting procedures consistent with Penal Code 11164
4. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations
5. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
6. A policy consistent with the prohibition against discrimination, harassment, intimidation and bullying pursuant to Education Code 200-262.4 and AB 9
7. A safe and orderly environment conducive to learning
8. Rule and procedures on school discipline adopted pursuant to Education Code 35291
9. Hate crime reporting procedures
10. Definition of gang related apparel

Section 1 – IMMEDIATE RESPONSE CHECKLISTS

ACTIVE SHOOTER

If an active shooter or person with a weapon is in, on or near the school campus:

ACTIONS	**RESPONSIBILITY**
Call "9-1-1" – provide the location and description of the shooter or person with the weapon	All staff members and volunteers
Activate Emergency Plan, lockdown campus/classrooms. Tell teachers to lock classroom doors and move students away from windows and doors.	Principal or designee or Resource Officer
Establish a School Command Post away from the danger area; activate needed emergency management personnel using the Incident Command System; if possible, co-locate School Command Post near the Police Command Post. The Principal or Vice Principal should report to the Police Command Post and remain with the Incident Commander until the incident is over if requested by law enforcement.	Principal or designee or Resource Officer
The Principal or designee should bring the following information to the Incident Commander: *Last known location of the suspect and victim information* *Campus maps, floor plans, location of utility controls, phones and loudspeaker controls* *Information on Staff in the area* *Information on Students in the area*	Principal or designee or Resource Officer
All teachers should be instructed to take attendance and injury information; list name(s) of injured, nature of injury and the location of the injured (room number and/or other location). Identify any missing students.	Principal or designee or Resource Officer
Designate a location for parents to reunite with students and have the students signed out to the parents.	Principal or designee or Resource Officer
Appoint a Public Information person to communicate official information to the parents and the media after clearing it with the school principal and Incident Commander.	Superintendent or designee
Resume school activities only after building have been inspected and determined safe by proper authorities.	Superintendent or designee

AIRCRAFT CRASH

If an aircraft crashes on or near school buildings:

ACTIONS	RESPONSIBILITY
Call "9-1-1" and contact an administrator or resource officer.	All staff members and volunteers
Decide whether to evacuate building.	Principal or designee or Resource Officer
Move to an area of safety and maintain control of students; caution students to stay clear of debris or other hazards.	All staff members and volunteers
Consult with the District Office	Principal or designee or Resource Officer
Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate School Command Post with police/fire.	Principal or designee or Resource Officer
Have the building custodian or maintenance worker report to the Command Post.	Principal's Administrative Assistant
Provide the following information to the safety officials: *Evacuation Plan* *Floor Plans, location of utility controls* *Information on Staff in the area* *Information on Students in the area*	Principal or designee or Resource Officer
Plan possible evacuation routes away from the campus; inform police and District Office.	Principal or designee or Resource Officer
Resume School Activities only after buildings have been inspected and determined safe by proper authorities.	Superintendent or designee

ANIMAL ATTACK or THREAT

If a life-threatening animal is loose on or near campus, or an animal has injured someone:

ACTIONS	RESPONSIBILITY
Call "9-1-1" and contact an administrator or resource officer.	All staff members and volunteers
Lockdown classrooms. Continue normal classroom teaching activities; exclude outside activities.	Principal or designee or Resource Officer
Take attendance and injury information; list name(s) of injured, nature of injury and the location of the injured (room number and/or other location).	Staff Members
If safe to do so, lead first responders to injured person(s).	Principal or designee or Resource Officer
Document activities – video or photography.	Principal or designee or Resource Officer
Resume school activities only after the campus has been inspected and determined safe by proper authorities.	Superintendent or designee
Convene a Crisis Intervention Team; list names of counselors or other trained staff.	Superintendent or designee
Always have a debriefing or after action meeting.	Principal or designee

BOMB THREAT/POSSIBLE EXPLOSION

Sometimes bomb threats are hoaxes or pranks and are frequently anonymous phone calls. Threats should be handled quickly and efficiently.

ACTIONS	RESPONSIBILITY
Call "9-1-1" and contact an administrator or resource officer.	All staff members and volunteers
Use the "Bomb Threat Questionnaire" (see appendix) to record information about the call; provide this information to police.	All staff members and volunteers
Follow evacuation procedures.	All staff members and volunteers
Decide whether to inform staff. Provide information on a need-to-know basis.	Principal or designee or Resource Officer
Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; locate with police and fire.	Principal or designee or Resource Officer
Have the building custodian or maintenance worker report to the Command Post.	Principal's Administrative Assistant
Prove the following information to the Police: *Floor plans, location of utility controls* *Information on Staff in the area* *Information on Students in the area*	Principal or designee or Resource Officer
Plan possible evacuation routes away from the campus; inform police and District Office.	Principal or designee or Resource Officer
Resume school activities only after buildings have been inspected and determined safe by proper authorities.	Superintendent or designee
Avoid publicizing "scare." Provide appropriate information to ensure safety and minimize interference.	All staff members and volunteers
Always have a debriefing or after action meeting.	Principal or designee

CIVIL/STUDENT DISTURBANCE

Acts of violence could take the form of threats to the personal safety of employees or taking hostages. Civil Disturbance could reflect gang or mob related activities. If advanced warning/notification is possible, staff should be advised. Take the appropriate following steps:

ACTIONS	RESPONSIBILITY
Call "9-1-1" and contact an administrator or resource officer.	All staff members and volunteers
Establish a Command Post away from the danger area; begin activating needed emergency management personnel or field teams; co-locate School Command Post with police.	Principal or designee or Resource Officer
Have the building custodian or maintenance worker report to the Command Post.	Principal's Administrative Assistant
Provide the following information to the police: *Floor plans, location of utility controls* *Information on Staff in the area* *Information on Students in the area*	Principal or designee or Resource Officer
Lockdown campus/classrooms	Principal or designee or Resource Officer
Take attendance and injury information; list name(s) of injured, nature of injury and the location of the injured (room number and/or other location).	Staff Members
Turn the bell system off (place on manual operation).	Principal's Administrative Assistant
Document activities – video or photography.	Principal's Administrative Assistant
Coordinate with police officials before notification of family for injured, hostage, killed.	Superintendent or designee
Convene a Crisis Intervention Team; list names of counselors or other trained staff.	Superintendent or designee
Always have a debriefing or after action meeting.	Principal or designee

CRISIS INTERVENTION

Normal people may respond in various psychological ways during the hours and days following a disaster or traumatic experience. Crisis intervention concerns students and staff who require help to return to their normal emotional equilibrium.

ACTIONS	RESPONSIBILITY
Contact an administrator.	All staff members and volunteers
Inform staff and students of factual information.	Principal or designee or Resource Officer
Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams.	Principal or designee or Resource Officer
Coordinate the crisis intervention with local police and fire officials.	Principal or designee or Resource Officer
Establish a Site Intervention Team, listing names of counselors and other trained staff.	Principal or designee or Resource Officer
Convene the Site Intervention Team; establish responsibilities.	Principal or designee or Resource Officer
Determine if the Intervention Team can handle the situation or if outside assistance is needed.	Principal or designee or Resource Officer
Contact County Mental Health and/or other volunteer professionals if needed; meet these people as they arrive.	Principal or designee or Resource Officer
Instruct parents not to come to school unless requested to pick up their student.	Principal or designee or Resource Officer
Release no information relating to the situation; refer all information to requests to the District Office.	Principal or designee or Resource Officer
Establish a sign-in and message center for outside assistance persons.	Principal's Administrative Assistant
Maintain Intervention Team folders for the outside assistance person(s).	Principal's Administrative Assistant
Always have a debriefing or after action meeting.	Principal or designee

EARTHQUAKE

Tremors and shaking of the earth indicate an earthquake; there are usually no advanced warnings. Therefore, all staff members are to be trained in proper earthquake emergency procedures and ensure protective measures are taken before, during and following an earthquake. A drop procedure practice shall be held at least once each school quarter at the elementary schools and once a semester at secondary schools.

ACTIONS	**RESPONSIBILITY**
Activate the Emergency Management Staff and Field Teams.	Principal or designee or Resource Officer
Establish the Command Post in a safe location.	Principal or designee or Resource Officer
Contact with local authorities either directly or via the County's EOC; report situation and likely support needs for the next 24-48 hours.	Principal or designee or Resource Officer
Contact the District Office and report your status.	Principal or designee or Resource Officer
Prepare for aftershocks.	Principal or designee or Resource Officer
If buildings are unsafe, the students should be held on an evacuation field or in any safe building on the school grounds; parents should be informed that students will be cared for at school and must not rush immediately to the school or attempt to telephone; all roads and communication lines must be held open to facilitate emergency needs.	Principal or designee or Resource Officer
Always have a debriefing or after action meeting.	Principal or designee

EXPLOSION

An explosion or multiple explosions could occur accidentally or as planned/timed assault. Initial response/reaction should provide for the protection of people.

ACTIONS	RESPONSIBILITY
Call "9-1-1" and contact an administrator or resource officer.	All staff members and volunteers
Decide whether to evacuate building(s).	Principal or designee or Resource Officer
Move to an area of safety and maintain control of students; caution students to stay clear of buildings, trash cans and lockers.	Principal or designee or Resource Officer
Inform staff.	Principal or designee or Resource Officer
Establish a Command Post away from the danger area; co-locate with police and fire.	Principal or designee or Resource Officer
Have the building custodian or maintenance worker report to the Command Post.	Principal's Administrative Assistant
Provide the following information to the Police: *Floor plans, location of utility controls* *Information on Staff in the area* *Information on Students in the area* *Pre-fire plan*	Principal or designee or Resource Officer
Plan possible evacuation routes away from the campus; inform police and District Office.	Principal or designee or Resource Officer
Resume school activities only after buildings have been inspected and determined safe by proper authorities.	Superintendent or designee
Always have a debriefing or after action meeting.	Principal or designee

FIRE/WILDLAND FIRE

The warning of fire is the alarm signal and/or smoke and flames. Some areas of the school may be surrounded by woodland areas, which pose a potential fire threat to school site and surrounding areas.

ACTIONS	RESPONSIBILITY
Determine situation and location and potential threat of fire.	Principal or designee or Resource Officer
Evacuate students, staff and others; account for any missing people.	Principal or designee or Resource Officer
Call "9-1-1" and contact an administrator or resource officer.	All staff members and volunteers
Inform the District Office of the situation.	Principal or designee or Resource Officer
Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate School Command Post with fire departments.	Principal or designee or Resource Officer
Have the building custodian or maintenance worker report to the Command Post or EOC.	Principal's Administrative Assistant
Provide the following information to the fire officials: *Evacuation Plan* *Floor plans, location of utility controls* *Information on Staff in the area* *Information on Students in the area*	Principal or designee or Resource Officer
Plan possible evacuation routes away from the campus; inform Police and the District Office.	Principal or designee or Resource Officer
Resume school activities only after buildings have been inspected and determined safe by proper authorities.	Superintendent or designee
Always have a debriefing or after action meeting.	Principal or designee

FLOODING

Some of the areas of the community are susceptible to local flooding. Closure of highways can result in isolating areas of the community. Students may be unable to return home or may have to be evacuated to an alternate location.

School officials may be alerted to danger and be ordered to evacuate by fire and/or law enforcement or local emergency officials.

ACTIONS	**RESPONSIBILITY**
Call "9-1-1" and contact an administrator or resource officer.	All staff members and volunteers
In consultation with local officials, decide to evacuate the school site; inform police and fire officials of any missing people.	Principal or designee or Resource Officer
Plan possible evacuation routes away from the campus; inform police, fire and District Office of your route and destination.	Principal or designee or Resource Officer
Keep the District Office informed of the situation.	Principal or designee or Resource Officer
Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate School Command Post with fire/police.	Principal or designee or Resource Officer
Have the building custodian or maintenance worker report to the Command Post.	Principal's Administrative Assistant
Provide the following information to the police/fire officials: *Floor plans, location of utility controls* *Information on Staff in the area* *Information on Students in the area* *Pre-fire Plan*	Principal or designee or Resource Officer
Resume school activities only after buildings have been inspected and determined safe by proper authorities.	Superintendent or designee
Always have a debriefing or after action meeting.	Principal or designee

HAZARDOUS MATERIAL INCIDENT

Checklist should be employed during spills, unknown odors, leak or any other time when a dangerous or potentially dangerous condition exists. Some hazardous materials may be located on District sites and should be inventoried, used, stored and regularly disposed of in a safe and legal manner.

ACTIONS	**RESPONSIBILITY**
Call "9-1-1" and contact an administrator or resource officer.	All staff members and volunteers
Based upon conversation with fire officials, decide whether to evacuate building.	Principal or designee or Resource Officer
Move to an area of safety and maintain control of students; have students stay clear of the hazardous materials.	Principal or designee or Resource Officer
Inform staff.	Principal or designee or Resource Officer
Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate School Command Post with fire personnel.	Principal or designee or Resource Officer
Have the building custodian or maintenance worker to report to the Command Post.	Principal's Administrative Assistant
Provide the following information to fire officials: *Floor plans, location of utility controls* *Information on Staff in the area* *Information on Students in the area*	Principal or designee or Resource Officer
Plan possible evacuation routes away from the campus; inform the District Office.	Principal or designee or Resource Officer
Resume school activities only after buildings have been inspected and determined safe by proper authorities.	Superintendent or designee
Always have a debriefing or after action meeting.	Principal or designee

LANDSLIDE

Areas of the community are highly susceptible to landslide. Closure of highways can result in isolating areas of the community. Students may be unable to return home or may have to be evacuated to an alternate location. School officials may be alerted to danger and be evacuated by fire and/or law enforcement.

ACTIONS	RESPONSIBILITY
Contact an administrator or resource officer.	All staff members and volunteers
In consultation with local officials, decide to evacuate the school site; inform police and fire officials of any missing people.	Principal or designee or Resource Officer
Plan possible evacuation routes away from the campus; inform police, fire and District Office of your route and destination.	Principal or designee or Resource Officer
Notify fire officials and utility companies of breaks and other known damage.	Principal or designee or Resource Officer
Keep the District Office informed of the situation.	Principal or designee or Resource Officer
Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate School Command Post with fire personnel.	Principal or designee or Resource Officer
Have the building custodian report to the Command Post.	Principal's Administrative Assistant
Provide the following information to fire officials: Floor plans, location of utility controls Information on Staff in the area Information on Students in the area	Principal or designee or Resource Officer
Resume school activities only after buildings have been inspected and determined safe by proper authorities.	Superintendent or designee
Always have a debriefing or after action meeting.	Principal or designee

PANDEMIC FLU

A pandemic flu is a type of flu that causes severe outbreaks that progress rapidly to involve all parts of the world. It occurs outside the usual "flu season." There is usually a high attack rate in all age groups and high mortality even in children and healthy young adults. There are usually multiple waves of disease immediately before and after the main outbreak. Schools, in additions to many other businesses, will likely be closed for extended periods of time, up to one year or even longer, during such a pandemic and need to make plans for continuity of education of students. The following actions are measures that should be taken in order to reduce the risks of a pandemic:

ACTIONS	**RESPONSIBILITY**
Emphasize protective measures during flu season that should be utilized by children and staff including the following: *Remind and ensure to the extent possible that children and staff to wash their hands often, especially after sneezing or coughing. Use soap and warm water or alcohol-based hand sanitizer.* *Avoid touching your eyes, nose or mouth.* *Avoid close contact with people who are sick.* *Cover your mouth and nose with a tissue or sleeve when coughing or sneezing.* *Put your tissue in a trash can.* *Stay home when you are sick.* *Wear a mask when you are sick and coughing.*	Principal or designee or Resource Officer
Ensure hand washing equipment and/or hand sanitizers for children and staff are readily available.	Principal or designee or Resource Officer
Develop local policies that discourage/prohibit attendance of symptomatic individuals, both staff and students.	Superintendent and School Board
Encourage school personnel to receive annual influenza vaccine.	Superintendent or designee
Raise public awareness of potential for pandemic influenza, the importance of hand washing, vaccination and self-care.	Superintendent or designee
Work with health authority and local emergency services agencies to develop contingency plans for pandemic influenza.	Superintendent or designee
Work with local information technology staff in developing pandemic influenza plans so that education of students can continue even though the physical school location is closed for extended period of time.	Superintendent and School Board

SMOG/AIR QUALITY ALERT

The District Office may be notified of a smog alert by Air Quality Management District. Due to the prevailing winds in the area, this potential incident is less likely to occur than within the bay area or valleys.

ACTIONS	RESPONSIBILITY
Contact site administrators.	Superintendent or designee
In a "First Stage Alert", vigorous and strenuous activities will be reduced and/or shortened.	Principal or designee or Resource Officer
In a "Second Stage Alert" all forms of vigorous activity will be discontinued and/or canceled.	Principal or designee or Resource Officer
In a "Third Stage Alert" students and staff should remain indoors and restrict movement as much as possible.	Principal or designee or Resource Officer
Observe students and staff for respiratory distress; report any problems to the administration.	All staff members and volunteers
Coordinate all issues with the District Office and local officials.	Principal or designee or Resource Officer

TERRORISM

A warning may be received from law enforcement officials when an attack is expected or in progress against the United States, its territories, possessions or allies.

ACTIONS	RESPONSIBILITY
Contact an administrator or resource officer.	All staff members and volunteers
Decide whether to evacuate building or lock down.	Principal or designee or Resource Officer
Consult with local officials and the District Office about closing school.	Principal or designee or Resource Officer
Inform staff members.	Principal or designee or Resource Officer
Establish a Command Post; activate needed emergency management personnel or field teams.	Principal or designee or Resource Officer
Have the building custodian or maintenance worker report to the Command Post.	Principal's Administrative Assistant
Plan possible evacuation routes away from the campus; inform police and District Office.	Principal or designee or Resource Officer
Resume school activities only after buildings have been inspected and determined safe by the proper authorities.	Superintendent or designee
Always have a debriefing or after action meeting.	Principal or designee

WINDSTORM

The National Weather Service has developed a system of "watches" and "warnings" that are issued when severe weather conditions may exist.

ACTIONS	RESPONSIBILITY
Contact site administrators.	Superintendent or designee
Remain alert for additional weather advisories if a severe windstorm "watch" has been issued. A "watch" is issued by the National Weather Service when a thunderstorm in excess of 55 mph or a tornado may develop in a given area and during a specific time period.	Principal or designee or Resource Officer
If a "watch" is issued during working hours, notification will be by OES or local agencies and will be kept up-to-date on the latest developments; monitor situation.	Principal or designee or Resource Officer
If a "warning" is issued during working hours, provide care for students at school. A "warning" indicates that a thunderstorm with winds in excess of 55 mph or a tornado has been sighted in the area, and precautions to minimize potential risks should be taken.	Principal or designee or Resource Officer
If a "warning" is issued, the District may direct the closing of the school, if there is sufficient time before the anticipated arrival of the storm, or may direct everyone to remain at their work sites if it would be dangerous to leave; monitor situation.	Principal or designee or Resource Officer
Consult local officials and District Office about closing school.	Principal or designee or Resource Officer
Establish a Command Post; activate needed emergency management personnel or field teams.	Principal or designee or Resource Officer
Plan possible evacuation routes away from the campus; inform police and District Office.	Principal or designee or Resource Officer
Resume school activities only after buildings have been inspected and determined safe by proper authorities.	Superintendent or designee
Always have a debriefing or after action meeting.	Principal or designee

Section 2 – SCHOOL SITE EMERGENCY RESPONSE OPERATIONS

SCHOOL SITE EMERGENCY RESPONSE OPERATIONS

A. GENERAL – This section describes procedures to be used in activating, staffing, operating, completing documentation and closing the Command Post (CP) in response to an emergency for the Modoc Joint Unified School District.

B. OBJECTIVES – The overriding objective in managing emergency operations is to ensure the effective direction of emergency response involved in preparing for and responding to situations associated with natural disasters, technological incidents or national defense emergencies. The specific objectives of CP are to facilitate:
   - *a.* Overall safety and welfare of students and school employees
   - *b.* Overall management and coordination of emergency operations
   - *c.* Coordination and liaison with parents
   - *d.* Coordination and liaison with county and government agencies
   - *e.* Establishment of priorities
   - *f.* Collection, evaluation and dissemination of essential information
   - *g.* If available, use an automatic phone dialer

C. COMMAND POST ACTIVATION AND STAFFING – Each school site must designate a primary and backup location for a command post. Only authorized personnel will be allowed into the Command Post.
   - *a.* ACTIVATION/DEACTIVATION: Set-up is the responsibility of the Facilities Manager. Checklists for CP activation and deactivation are contained in the appendix.
   - *b.* ACTIVATION CONSIDERATIONS:
     - *i.* The CP will be activated as required for exercises or for impending or actual emergencies on request of a principal or any other duty constituted authority. Staffing decisions will be driven by the nature and scope of the emergency. Based on the situation, only portions may be activated. The units activated will depend upon the needs of the situation. The CP may be activated at any time the need arises. It serves to provide data collection, verification, planning and other support to field operations.
     - *ii.* Units will be activated through the school's policies and procedures. Section Chiefs will be notified of the requirement and be briefed on the situation by the Incident Commander or the senior official at the CP. Chiefs will then notify Unit Leaders and describe the situation. The Unit Leaders will determine how many personnel will be needed and will alert the appropriate personnel.
     - *iii.* Upon CP activation, the senior official present will initiate the recall of the staff. Personnel will set up their workstations upon arrival and receive a briefing from their supervisor. The participating units will plot the initial information and prepare an initial briefing for the IC. The briefing should include a current weather report and forecast for adequate planning.

c. ALERTING: The senior official present is responsible for alerting the principal, if not already on site. The principal and/or Incident Commander are responsible for alerting the District Office in the event of a threatened or actual emergency, which may require CP activation. The principal is responsible for alerting all needed school site staff.

i. If your site has a reverse 9-1-1 system, activate it now.

ii. Alert law enforcement of student's medical needs.

California Government Code allows for the recall or additional time of school staff following an emergency. At the direction of the principal in concert with the District Office, staff may be retained or called back in to provide service or staffing.

d. STAFF ORGANIZATION: The CP will utilize Standardized Emergency Management System (SEMS). SEMS organizational structure consists of five principal sections that may be activated for a major incident. SEMS allows for the adding, subtracting or shifting of staff and positions as the incident changes. Due to the limited number of staff, members may be required to assume responsibility for more than one area or position.

e. SITE COMMAND SECTION: This section is headed by the Incident Commander (IC), who has overall management responsibility for an emergency. A Command Staff element is provided for handling such matters as public information and interagency liaison. Command Staff will normally be assigned to:

i. Site Incident Commander – School Principal

ii. Site Public Information Officer – Principal's Designee or Administrative Assistant.

f. SITE OPERATIONS SECTION: This section is headed by an Operations Section Chief, who is responsible for the coordination and management of all operations units. The Operations Section is responsible for coordinating the response teams at the school site and mitigating the effects of the emergency. The Site Operations Staff may consist of:

i. Site Operations Chief – assigned by Site Incident Commander

ii. Care and Shelter Leader – assigned by Site Operations Chief

iii. Student Release Coordinator – assigned by Site Operations Chief

iv. Site Security Team – assigned by Site Operations Chief

v. Search and Rescue Leader – assigned by Site Operations Chief

vi. First Aid/Medical Leader – assigned by Site Operations Chief

vii. Student Medical Information/Needs

g. SITE PLANNING SECTION: This section is headed by the Planning Section Chief and is structured into several units depending on the needs of the incident. The Planning Section collects and analyzes data regarding emergency operations; develops the Incident Action Plan; conducts planning meetings; and collects,

disseminates and maintains CP documentation. The Site Planning Section may consist of:

i. Site Planning Section Chief – assigned by Site Incident Commander
ii. Site Situation Analysis – assigned by Site Planning Chief
iii. Site Documentation – assigned by Site Planning Chief
iv. Site Student Status – assigned by Site Planning Chief

h. SITE LOGISTICS SECTION: This section is headed by the Logistics Section Chief and is responsible for the logistical needs for emergency response. This may include procuring supplies and equipment, such as communication gear; personnel management; and meeting the transportation requirements of the incident. The Site Logistics Section may consist of:

i. Site Logistics Section Chief – assigned by Site Incident Commander
ii. Site Materials/Supply Unit Leader – assigned by Site Logistics Chief
iii. Site Communications – assigned by Site Logistics Chief
iv. Site Volunteer Coordinator – assigned by Site Logistics Chief
v. Site Staff Resources – assigned by Site Logistics Chief

i. SITE FINANCE SECTION: This unit is headed by the Finance Chief and is responsible for meeting the financial needs of the emergency response. This may include purchasing and time-keeping functions. The Site Finance Section my consist of:

i. Site Finance Section Chief – assigned by Site Incident Commander
ii. Cost Accounting Unit Leader – assigned by Site Finance Chief
iii. Timesheet Accounting Unit Leader – assigned by Site Finance Chief

D. COMMAND POST ADMINISTRATIVE PROCEDURES

a. MESSAGE CONTROL PROCEDURES: A function of the CP in an emergency is to collect and disseminate information. Information will reach the CP through various different pathways: telephone, amateur radio, commercial broadcasts, runners, etc. It is essential that all important information be documented to provide a record of problems encountered, courses of action available and actions taken.

b. REPORTS, CHARTS, MAPS AND DOCUMENTATION: Documentation and tracking of events during the emergency is essential and is the responsibility of the Site Planning Section.

c. SUPPLIES: CP supplies can be found at each school site office.

E. OPERATIONAL PROCEDURES

a. DECLARATION: The Site Incident Commander/School Administrator will determine whether to declare a site emergency. If an emergency is declared, authorities in the county where the site is affected should be immediately notified. Depending on the nature of the emergency, the Incident Commander may decide to establish security for the CP. The Operations Chief is responsible for establishing physical security. The security representative shall establish a CP roster and sign-in sheet as conditions require or at the request of the Incident Commander.

b. SHIFT SCHEDULING: Depending on the anticipated length of the incident, relief my be necessary for CP staffing. For sustained operations, 12-hour shifts may be an option and should be addressed by the Plans Section.

c. BRIEFINGS AND CONFERENCES: Briefings for the Incident Commander and the Public Information Officer should be scheduled at regular intervals. The Plans Section is responsible for coordinating all briefings. Section Chiefs should be prepared to attend these briefings with a short summary of their progress. Briefings by each section should include:

i. Unresolved problems
ii. Major new problems during previous period
iii. Assistance needed from other agencies and status of mutual aid
iv. Information that should be passed to other sections or to the public
v. Review staff/student medical issues

Additional briefings may be organized at the request of the Incident Commander. These may include VIP briefings, news media briefings and situation reports for newly arrived state or federal representatives.

d. CLERICAL SUPPORT: Generally, each unit will be responsible for its clerical support. The Documentation Unit will be responsible for the preparation of any documents, re-supply of office supplies and photocopying.

e. INCIDENT SITUATION CHART AND MAP: An Incident Situation Status Chart and School Site Maps shall be maintained by the Planning Section. The Situation Chart shall be posted as information is received and the situation map properly annotated. Only currently active incidents will be maintained on the Incident Board.

f. PERSONNEL ACCOUNTABILITY: It is the responsibility of each unit leader to maintain accountability of all assigned personnel. Work schedules, responder time sheets and injured personnel reports will be submitted to the Personnel Unit on a timely basis, but no less than once each shift. Personnel will be accounted for by name and location. Unit leaders will prepare a Personnel Assignments list which reflects the personnel currently on-duty and the schedule for the next shift. This form will be used to track the number of hours worked by each individual and will also document breaks and meals provided.

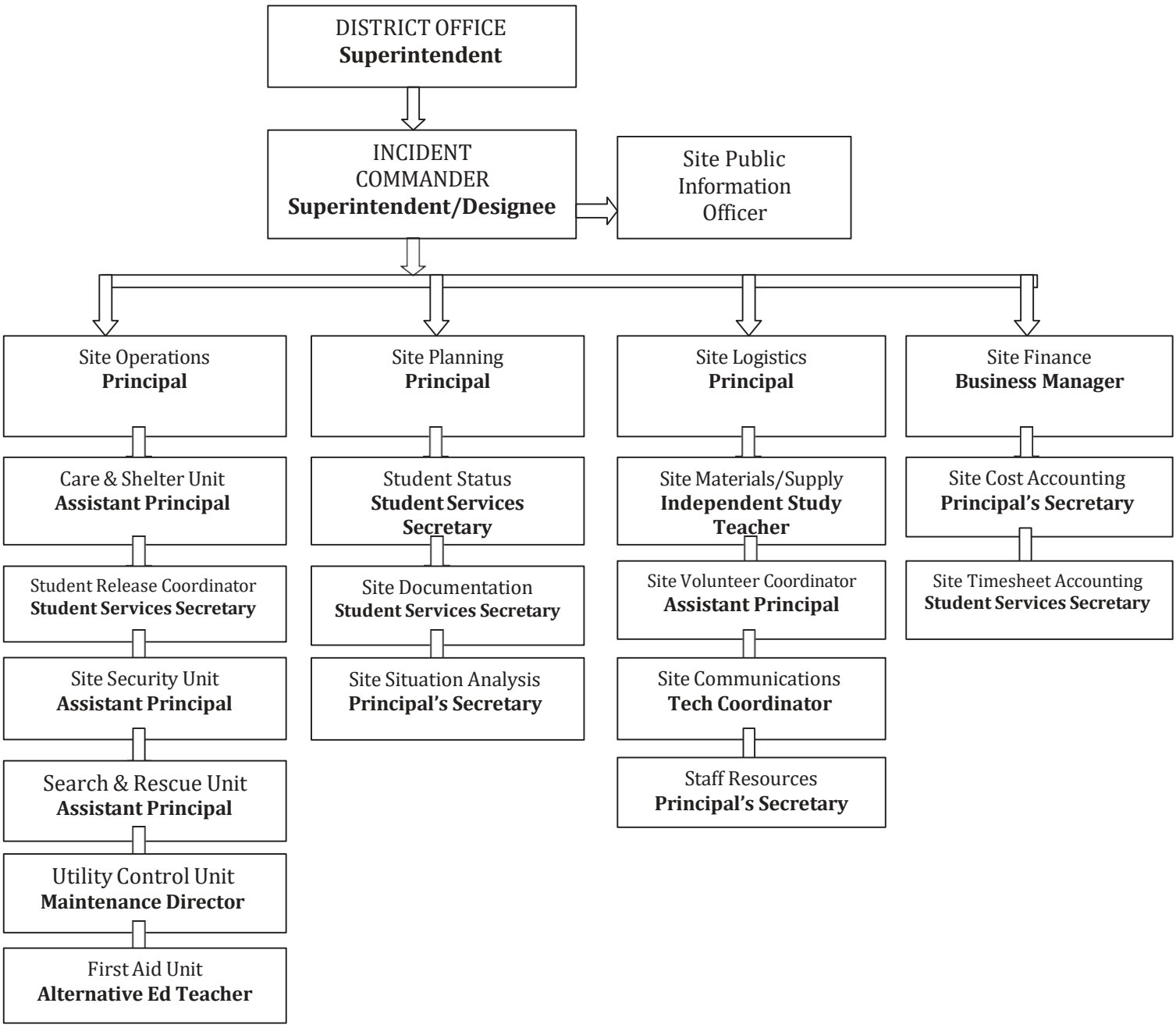
g. PLANS AND FORMATS: There are a number of formats for reports and plans included in this section. Should the format not contain adequate topics for space, the format may be expanded. The format is intended as a guide for capturing a minimum of information.

h. RECORDS MAINTENANCE: Each unit is responsible for the maintenance of its records. Each shift is responsible for assuring that any documents generated are properly filed and cataloged before turning them over to the relief shift. If necessary, members of the out-going shift may stay behind to assure a smooth transition of information and files. At the conclusion of the incident or event, each

unit will consolidate all files and will submit them to their section chief. Each section will review the documentation for completeness and will then submit all unit files along with the section chief files to the Documentation Section. No original documents shall be removed from the emergency operations center except by the documentation unit.

i. STAFF/UNIT LOGS: Each unit will maintain a "Staff Officer/Unit Log." This document shall be used to record any activities, staff coordination, policy changes or requests processed by the unit. This is not a record of "Incidents." This form should be used by staff members to brief in-coming shifts. The form will also be used to log message traffic and memoranda for record.

Section 3 – SCHOOL SITE COMMAND CHECKLISTS



SCHOOL SITE OPERATIONS SECTION OVERVIEW

The School Site Operations Section is under the supervision of the Operations Section Chief and manages all tactical operations. The following functions are assigned to the Operations Section:

- **CARE AND SHELTER**
- **FIRST AID/MEDICAL**
- **SEARCH AND RESCUE**
- **SITE SECURITY**
- **STUDENT RELEASE**
- **UTILITY CONTROL**

SITE INCIDENT COMMANDER

This individual oversees and directs all matters relating to the incident and maintains contact with the District Office and the county where the school is located.

Primary:	Superintendent
Alternate:	Principal
Reports To:	School Board President for dissemination to School Board
Supervises:	Site Public Information Officer Site Operations Chief Site Plans Chief Site Logistics Chief Site Finance Chief
Work Station:	Site Command Section
Responsibilities:	Serves as Incident Commander for the school site; declares emergencies; establishes the site emergency response objectives, make rules, regulations and orders; maintain contact with the County where the school is located and the District Office.

ACTION CHECKLIST:

- Post laminated flow chart
- Post laminated school map
- Identify yourself as the Site Incident Command
- Obtain a briefing on the extent of the emergency from your Command Staff (Operations, Planning, Logistics and Finance Chiefs)
- Depending on the type of the incident and the information available, order appropriate activation of the School Site Command Post (CP)
- Determine if all key personnel or alternates are at the CP or have been notified
- Ensure Section Chiefs and their staff members possess and utilize checklists
- Assess the situation, develop an initial response strategy with the Command Staff and establish emergency response objectives and priorities
- Determine the need for evacuation; if evacuation is required, ensure coordination with the District Office
- Establish the frequency of briefing sessions for staff
- Direct the Site Planning Section Chief to maintain appropriate Situation Charts and Campus Maps. Copies of Team and Section Reports should be provided to the Planning Site Documentation Team at the end of each operational period to facilitate event record
- Ensure that accurate and complete information is provided to students and parents
- Ensure that assessments are made for aid requirements and that requests for such aid are made promptly to the District Office

- If there is little or no damage to the school, be prepared to provide mutual aid or care and shelter to the community
- Complete the Command Section Situation Report at the end of operational period or prior to shift change; provide copy to your relief and to the Site Planning Documentation Team
- Keep the District Office informed of all major problems and decisions
- Maintain a Command Section Log noting messages received, decisions made and actions taken

SCHOOL SITE PUBLIC INFORMATION OFFICER/LIAISON

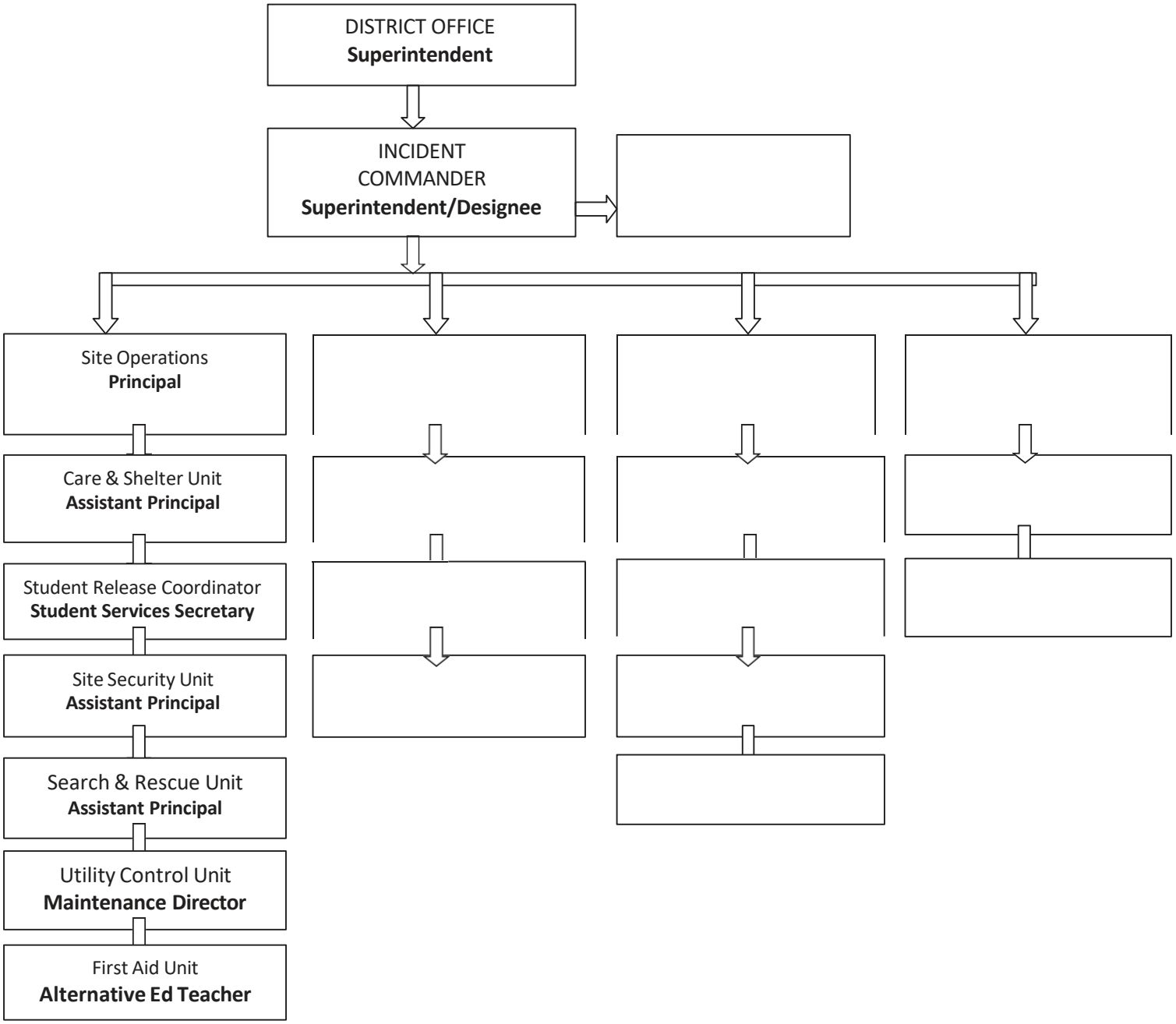
This person serves as the primary contact between the media and the school relating to the incident or event and is a member of the Command Staff.

Primary:	Principal's Designee
Alternate:	Principal's Administrative Assistant
Reports To:	Site Incident Commander
Work Station:	Site Command Section
Responsibilities:	Assists in the preparation of public information released to the news media; maintains close contact with any media representatives who appear at the school site; provides information to the Superintendent or Superintendent's Administrative Assistant; advises the Site Incident Commander regarding media issues.

ACTION CHECKLIST:

- Identify yourself as the Site Public Information Officer
- Obtain a briefing from the Command Staff
- If excessive news media interest is probable, request assistance from the District
- Prepare an initial information summary as soon as possible after arrival and forward to the Site Command Staff and Superintendent or Superintendent's Administrative Assistant
- Observe constraints on the release of all information imposed by the District Office and Site Command Staff
- Establish contacts with any media representatives who appear on campus and provide whatever assistance is required
- Gather and disseminate instructions, warnings and announcements
- Arrange for escort and briefing service for the media and VIPs
- Attend briefings and Command Staff meetings; update information releases
- Monitor television and radio transmissions
- Issue warnings about unsafe areas, structures and facilities
- Issue special information releases addressing rumors; identify them as such and provide correct information, if available
- Provide information to the public on available transportation routes, closures, etc
- Ensure that announcements and information are translated for special populations
- Maintain a log noting messages received, releases published, interviews granted and other activities; maintain record of personnel on duty

Section 4 – SCHOOL SITE OPERATIONS CHECKLISTS



SCHOOL SITE OPERATIONS SECTION OVERVIEW

The School Site Operations Section is under the supervision of the Operations Section Chief and manages all tactical operations. The following functions are assigned to the Operations Section:

- **CARE AND SHELTER**
- **FIRST AID/MEDICAL**
- **SEARCH AND RESCUE**
- **SITE SECURITY**
- **STUDENT RELEASE**
- **UTILITY CONTROL**

SCHOOL SITE OPERATIONS SECTION CHIEF

The Operations Chief is tasked with overall managing and directing specific operations related to the incident.

Primary Section Chief:	Principal
Alternate Section Chief:	Principal's Designee
Reports To:	Site Incident Commander
Supervises:	Care and Shelter Unit Student Release Coordinator Site Security Unit Search and Rescue Unit Utility Control Unit First Aid/Medical Leader
Responsibilities:	The Operations Section Chief reports directly to the Site Incident Commander, and is responsible for the management of all operations directly applicable to the emergency. The Operations Section Chief activates and supervises all Operations Units. The Operations Section Chief assists in the development and execution of the Incident Action Plan.

ACTION CHECKLIST:

- Identify yourself as the Site Operations Chief
- Obtain a briefing on the extent of the emergency
- Depending on the type of the incident and the information available, ensure appropriate Operations Section Leaders are assigned
- Assess the situation, develop an initial response strategy with the Command Staff and disseminate emergency response objectives and priorities to the Command Staff and Operations section leaders
- Activate all needed Operations Section Units; ensure Unit leaders possess and utilize checklists
- Determine the need for evacuation; if evacuation is required, ensure coordination with county officials and the news media via the District Office and the Student Release Coordinator to provide information updates to student's parents or guardians
- Provide a Site Operations Section response summary to the Site Planning Section for inclusion on the school site situation chart and campus map
- Ensure that accurate and complete information is provided to students and parents
- Ensure that appropriate and adequate liaison is effected between Operations Section leaders and outside agencies (police, fire, Emergency Medical Service)

- If there is little or no damage to the school, be prepared to respond to requests for shelter operations for the community
- Complete the Operations Situation Report at the end of operational period or prior to shift change; provide a copy to your relief and to Planning Documentation leader
- Keep the Site Incident Commander and District Office informed of all major problems and decisions
- Maintain a Site Operations Section Log noting messages received, decisions made and actions taken

CARE & SHELTER UNIT

The Care & Shelter Unit is responsible for the safety and welfare of the students and staff of the school site.

Primary Unit Leader:	As Assigned
Alternate Unit Leader:	As Assigned
Reports To:	Site Operations Chief
Supervises:	Care and Shelter Teams
Responsibilities:	Ensure the safety and welfare of the students and staff at the school site. Track information on all students and staff to include their status, location and immediate plans. Provide shelter and food as needed to students and staff.

ACTION CHECKLIST:

- Identify yourself as the Care & Shelter Unit Leader
- Obtain a briefing from the Site Operations Section Chief on situation, initial objectives and priorities
- Prepare an initial estimate of the numbers of students and staff who require shelter. Identify any special needs students and staff and report the needs to the Site Operations Chief as soon as possible. Make sure that the Site Situation Analysis leader is provided with a copy of the estimate
- Activate all needed Care & Shelter Team members; ensure that they utilize checklists
- Coordinate with Student Status Unit and for numbers of remaining students and staff
- Coordinate with the First Aid Unit to provide medical care for sheltered students
- Make recommendation for Care & Shelter of students and staff to the Site Operations Chief including medical
- Coordinate all supply requests through the Site Materials/Supply Unit in Logistics
- Consult the American Red Cross "Shelter Operations Handbook" for information on operating a shelter site
- If possible, make contact with the American Red Cross; if the Red Cross has asked to use the site for public shelter operations, ask if they can provide assistance to the student sheltering operation
- Maintain a log noting information received and actions taken

SHELTER TEAMS:

The purpose of Shelter Teams is to provide any needed shelters for the site. Shelter Teams will communicate with the Utility Control Unit prior to setting up shelters.

The Shelter Team must also evaluate the condition of existing sanitary facilities and provide additional sanitary facilities for students and staff if necessary.

Finally, the Shelter Team must obtain a supply of potable water and distribute food and water to staff and students during a declared emergency.

Several options are available for food. Sources include school lunches and food stored centrally.

Shelter Team Members

Lead Custodian	
Clerk	
Available Teacher	
Food Service Staff	

SHELTER TEAM CHECKLIST:

- Check with the Care & Shelter Unit Leader to determine what shelters are necessary
- Retrieve canopies, needed tools, tables, chairs, etc. and bring to locations designated on site map for shelters
- Set up shelters as needed (reference the American Red Cross "Shelter Operations Participant's Workbook")
- Check with the Care & Shelter Unit Leader before setting up sanitation area to determine availability of indoor bathrooms and sanitation supplies
- Obtain supplies needed, including bags, prepackaged hand washing wipes and toilet paper
- If using indoor bathrooms and the sewer system is damaged, empty water and line with double trash bags (do not flush toilets if the sewer system is not working)
- Set up a hand washing station using prepackaged wipes, or soap and water
- To dispose of filled waste bags, put in garbage containers for later disposal
- Set up privacy screens and gender separation screens as necessary
- Monitor use of all water
- Provide necessary water to First Aid Station
- Discuss with Site Manager and Student Status Unit the approximate number of students needing long term shelter so that supplies can be ordered from Site Materials/Supply

SHELTER TEAM ANNUAL PREPARATION:

Contract with vendor for annual MOU for needed supplies.

SHELTERS

- Review the American Red Cross "Shelter Operations Participant's Workbook"
- Know the location of canopy shelters, stakes and necessary tools
- Know how to put up the canopies
- Know the locations of all emergency team sites

SANITATION

- Determine the type of alternate sanitary facility to be used (lined buckets or wastebaskets, portable folding toilets or plastic bags in existing toilets)
- Plan for gender separation and use of plastic sheeting for privacy screen
- Know where to obtain prepackaged wipes, toilet paper and other toilet equipment

FOOD & WATER

- Know the location of water containers and siphon pumps
- Survey water supply, include trapped water in hot water tanks and other sources
- Assess water supply
- Know where eating and drinking supplies are kept
- Assess food supplies (snack packs, central food supply and/or cafeteria food supply)

Care & Shelter Planning Chart

Issue	Options
Number of Students & Staff Needing Shelter	
Number of Meals Required (Next 24 Hours)	
Sleeping Accommodations Required	
Food Service Area Status (# Meals Capable)	
Sanitary Facility Status (Toilets, Hand Washing)	
Shower Facility Status	
Potable Water Status	
Contracted Vendors	

FIRST AID/MEDICAL UNIT

The First Aid/Medical Unit will provide immediate First Aid for injured students or staff. The Team will determine the medical needs of students or staff and coordinate with the District Office. If Emergency Medical Service (EMS) is not available (major disaster situation) the First Aid/Medical Team will render assistance to their level of training.

Primary Unit Leader:	Modoc County Office of Education (MCOE) School Nurse
Alternate Unit Leader:	MCOE Nurse's Assistant
Reports To:	Site Operations Chief
Supervises:	First Aid Teams
Responsibilities:	Oversee medical care for injured students or staff in the event of an emergency or disaster

ACTION CHECKLIST:

- Identify yourself as the First Aid/Medical Team Leader
- Obtain a briefing from the Operations Chief and the Site Security and Search & Rescue Team Leaders
- If needed, assemble First Aid Team(s) and equipment/supplies; have them begin operations using the First Aid Team checklist
- Dispatch First Aid Team(s) upon notification of injured students or staff
- Effect coordination with 9-1-1 for ambulance
- If EMS service is unavailable, determine from the County EOC if a local casualty hospital has been indentified; if so, effect emergency movement of the most seriously injured to that location if possible
- Maintain a log, noting messages received, action taken, contacts established and information passed

FIRST AID TEAM:

The purpose of the First Aid Team is to provide emergency and long-term first aid, to set up the First Aid Station (away from possible hazards) and to manage and utilize first aid supplies. California law provides immunity under the Good Samaritan law.

Site First Aid Team Members

Other CPR/First Aid staff	
Office staff	

FIRST AID TEAM ACTION CHECKLIST:

- A staff member will set up the first aid station
- Evacuate classes to the assigned evacuation area
- Transfer students and the enrollment/emergency data to buddy teacher
- Report to First Aid Station
- Display first aid sign
- Prepare first aid supplies for immediate use
- Administer first aid as necessary
- Supervise the use and distribution of first aid supplies
- Notify the Command Post of staff and student injuries
- Document treatment, time and release of all injured on student card and school treatment log
- Determine need for more extensive treatment and notify Command Center to call 9-1-1 or the District Office
- Place emergency information on injured persons if not previously done by the classroom teacher

FIRST AID TEAM ANNUAL PREPARATION:

- Update first aid supplies to standards both for the first aid station and first aid kits
- Note on site map the location of all first aid kits and supplies
- Develop triage procedures with First Aid Team members
- In consultation with the principal/site manager, decide primary and alternate location for the emergency first aid station
- Check student and school personnel emergency information cards

SEARCH & RESCUE UNIT

The Search & Rescue Unit is responsible for searching for missing students and staff and in the event that students and staff are unable to extricate themselves, for light rescue operations.

Primary Unit Leader:	As Assigned (staff member very familiar with the entire site)
Alternate Unit Leader:	As Assigned
Reports To:	Site Operations Chief
Supervises:	Site Search & Rescue Team
Responsibilities:	Manages the Search & Rescue effort; effect liaison with law enforcement and fire officials in response to emergencies

ACTION CHECKLIST:

- Identify yourself as the Site Search & Rescue Unit Leader
- Obtain a briefing from the Operations Chief and determine initial objectives and priorities
- Collect status reports on missing staff and students from the Student Status Unit. Based upon the last known (or assumed) position of the missing person, create a search plan
- If needed, assemble search and rescue teams; have them begin operations using the Search & Rescue checklist
- Using a site map, create a search pattern which insures that all areas will be searched and no area will be double searched

SEARCH & RESCUE TEAM:

The Search & Rescue Team members must search all areas on campus, building and grounds in a predetermined pattern shortly after the emergency has occurred and when it is safe to do so.

The Search & Rescue Team is divided into groups of two each (buddy system for safety) who search for the injured or trapped and assess the safety of the various structures.

Site Search & Rescue Team Members

Custodian	
Available Teacher	
Volunteer	

SEARCH & RESCUE TEAM ACTION CHECKLIST:

- Report to assigned area, obtain dust masks, hard hats, gloves, flashlights, goggles, tape and tools; begin sweep

- Always work in pairs for safety when permitted
- Report locations of injured to the First Aid Unit and place red flags or cards near these locations
- Aid in the rescue of trapped/injured people
- After the search, cordon off all dangerous areas and secure unsafe buildings/classrooms against re-entry. Post warning signs on unsafe buildings
- Report any facility damage encountered during search operations to the Utility Control and Site Situation Analysis Units
- Continue to monitor the situation as needed during the emergency
- Proceed carefully – buildings may be unstable
- Proceed quietly so calls for help can be heard
- Remain in voice contact with your partner at all times

SEARCH & RESCUE TEAM ANNUAL PREPARATION:

- Train the Search & Rescue Team
- Divide campus into predetermined search areas. The Team is responsible for all buildings, grounds and restrooms
- Assign a hand-held radio to the Search & Rescue Team
- Know locations of search and rescue equipment
- Identify and consult with Special Education, Child Development and itinerant staff to coordinate plans for location and rescue of their students

SITE SECURITY UNIT

The Site Security Unit is responsible for security of students, staff, school property and this Unit will liaison with law enforcement and fire officials upon their arrival at the school site.

Primary Unit Leader:	Designated Law Enforcement Officer
Alternate Unit Leader:	Assistant Principal
Reports To:	Site Operations Chief
Supervises:	Site Security Team
Responsibilities:	Coordinates security of students, staff and school property. The Unit Leader will liaison with law enforcement officials upon their arrival at the school site

ACTION CHECKLIST:

- Identify yourself as the Site Security Unit Leader
- Obtain a briefing from the Operations Chief and determine initial objectives and priorities
- If needed, assemble a security team to ensure the safety of staff and students; have them begin operations using the Security Team checklist
- If 9-1-1 has not already been notified, contact them
- Establish and maintain coordination with the responding fire department; coordinate information with Operations Chief
- Establish and maintain security for school site students, staff and facilities as required
- Maintain a log, noting messages received, action taken, contacts established and information passed

SITE SECURITY TEAM:

The District policy in a declared emergency is to provide supervision and care for students until it is safe to release them or until picked up by an authorized adult. To accomplish this, site personnel must take steps to patrol the site perimeter to keep students from leaving. If parents have followed the District's directions, students will have been told about this policy and should follow instructions of school personnel.

The Site Security Team will require all students to remain on site until released. No physical force shall be used to restrain students' intent on leaving. In that case, request student to give his/her name and stated destination. Report this information to the Student Release Team.

Parents or other adults coming on campus should be directed to the Student Release Area to have their student released to them.

The Site Security Team shall be responsible for maintaining a clear entrance to the school for emergency vehicles and guiding cars to parking and student release areas.

Site Security Team Members

Available staff	

SITE SECURITY TEAM ACTION CHECKLIST:

- Obtain signs, barrier tape, walkie-talkies, vests and flares
- Secure/man all gates and entrances
- Short of physical restraint, keep all students on campus until legal release
- Direct authorized adults to Student Release Area
- Maintain a clear entrance to the school for emergency vehicles
- Direct vehicles to parking and student release areas

SITE SECURITY ANNUAL PREPARATION:

- Know the location and alternative location(s) for entrance(s) for emergency vehicles and parking
- Prepare emergency signs for directing people and vehicles
- Know the location of signs, barrier tape, walkie-talkies, vests and flares

STUDENT RELEASE UNIT

The Student Release Unit is responsible for the tracking of information concerning students released to parents/guardians, students that left the campus without being release and liaison with the student's parents or guardians.

Primary Unit Leader:	Principal's Administrative Assistant
Alternate Unit Leader:	Principal's Secretary
Reports To:	Site Operations Chief
Responsibilities:	The Student Release Unit Leader oversees the tracking of information concerning students

ACTION CHECKLIST:

- Identify yourself as the Student Release Unit Leader
- Obtain a briefing from the Operations Chief and Care & Shelter Leader
- Assist the Student Status Unit Leader in compiling student and staff rosters to determine status of students and staff
- Recommend procedures for Operations Chief approval of method for dissemination of student and staff information to parent or guardian. Utilize District Office or law enforcement personnel for face-to-face notification in cases of death, serious injury or missing persons
- Coordinate efforts with the District Office as necessary
- Upon determination that students or staff have been killed, injured or missing, obtain Site Operations Chief approval for notification of parent or guardian
- Assemble Student Release Teams and have them begin operations using the Student Release Team checklist
- Maintain a log noting messages received, action taken, contacts established and information passed

STUDENT RELEASE TEAM:

In order to expedite the release of students to their parents, a Student Release Area should be established and procedures developed to provide for an orderly release process. The Student Release area should be away from the evacuation assembly area and parents should be required to follow release procedures. The most important task is to guarantee that documentation is kept; about to whom each student is released.

Establish one are for initial contact with adults/parents and a second "reunion" area. The first area will check authorization for release on the student's emergency card. The parent will initial the card. Using hand-held radios or student messengers; if radios are not available, the student will then be summoned to the reunion area.

Student Release Team Members

Attendance Clerk/available staff	

STUDENT RELEASE TEAM ACTION CHECKLIST:

- Determine availability of supplies and safety of location for student release area and reunion area, if applicable
- Set up tables, chairs, emergency cards and master rosters in student release area. If using an initial contact area and a reunion area, set up equipment for these areas
- Have parents or adults initial Health and Emergency Card and indicate their destination. **IF NAME OF ADULT IS NOT ON THE EMERGENCY CARD, THE STUDENT CANNOT BE RELEASED**.
- If adult's name is on emergency card, use walkie-talkie or messenger to summon student to release or reunion area
- Note name and destination of student on master roster before releasing the student
- Attempt to note name and destination of students who have left the campus without being released

STUDENT RELEASE TEAM ANNUAL PREPARATION:

- Maintain a current roster of all students
- Maintain a copy of the Health and Emergency Card for each student which lists persons authorized to pick up student
- Know where to obtain tables, chairs, writing supplies and yellow barrier tape for delineating areas for student release and reunion areas, if applicable

UTILITY CONTROL UNIT

The Utility Control Unit is responsible for inspecting and performing damage control of all school site utilities. This Unit is also primarily responsible for evaluating damage to the facility.

Primary Unit Leader: Maintenance Worker
Alternate Unit Leader: Custodian
Reports To: Site Operations Chief
Supervises: Site Utility Control Team
Responsibilities: The Utility Control Unit Leader is responsible for coordinating the inspection and damage control of all school site utilities.

ACTION CHECKLIST:

- Identify yourself as the Site Utility Control Unit Leader
- Obtain a briefing from the Operations Chief and determine initial objectives and priorities
- Collect preliminary reports on damage to facilities from staff and students
- Assemble Utility Control Teams and coordinate their activities
- As damage assessment reports come in from the Utility Control Teams, provide them to Site Situation Analysis

UTILITY CONTROL TEAM:

The purpose of the Utility Control Unit is to check the utilities and identify hazards. The team shall do whatever is necessary to minimize further danger and report findings to the Command Center.

Site Utility Control Team Members

Lead Custodian/Maintenance	

UTILITY CONTROL TEAM ACTION CHECKLIST:

- Secure necessary tools and hard hats and check the condition of the utilities and connecting pipes and lines and, if necessary, turn them off (each place pipes pass through concrete is a prime breakage point)
- Check the site completely for:
    - Fire and electrical hazards
    - Chemical hazards
    - Other hazards
- Make a note of structural and non-structural damage when checking utilities or hazards. Report any identified damage to the Site Situation Analysis Unit
- Notify Command Center of hazards and services needed

- Barricade or tape off hazardous areas

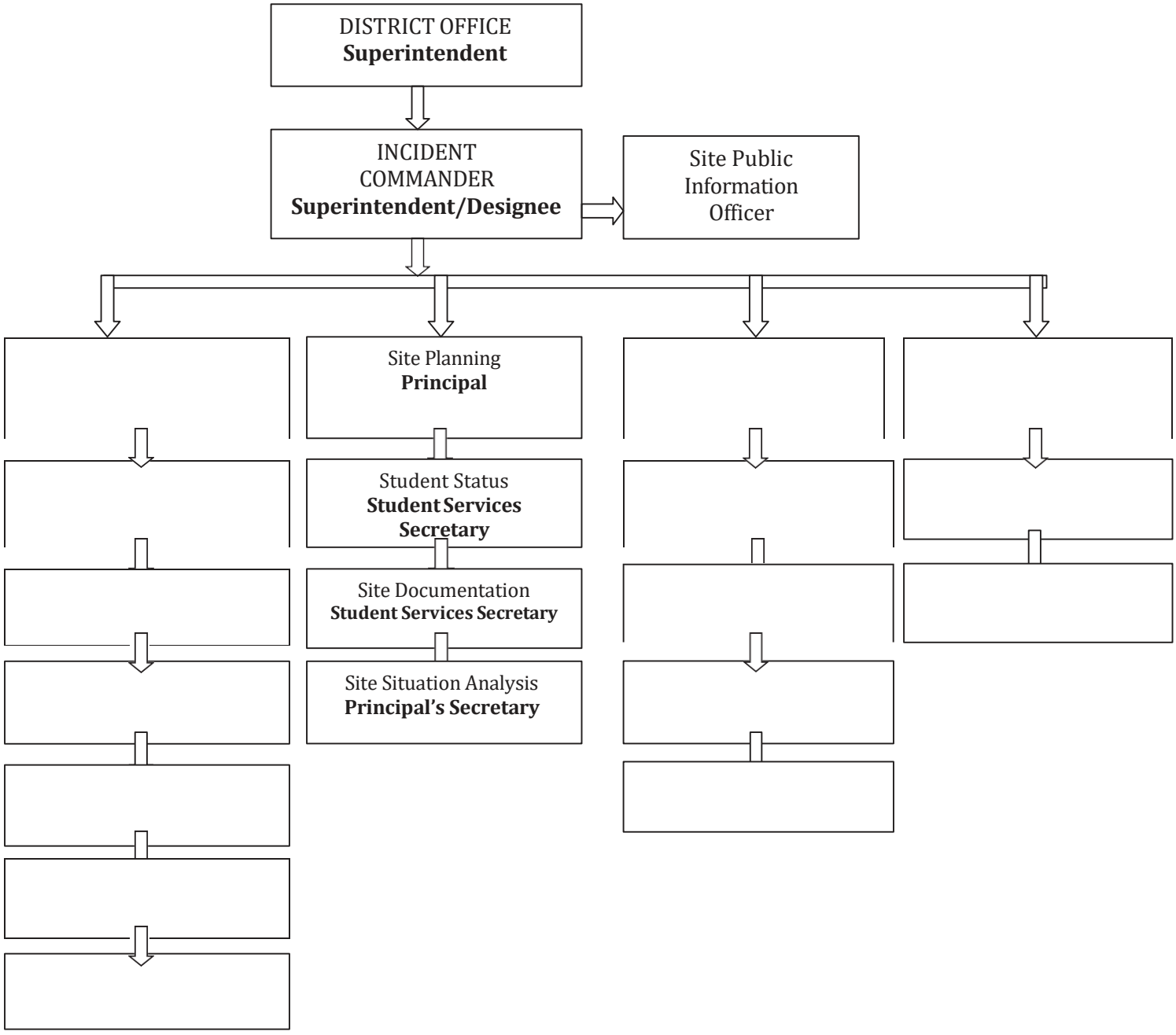
UTILITY CONTROL TEAM ANNUAL PREPARATION:

- Know location of and procedure for turning off water, gas and electricity and intake valve on water heaters
- Know firefighting procedures
- Know the location of and make sure firefighting equipment (extinguisher, etc.) is in working order
- Know the locations of stored hazardous materials, including chemicals
- Know the location of shutoff tools, hard hats, dust masks and barrier tape

Utility Checklist

Utility	**Status**
Electric	
Gas	
Water	
Sewer	

Section 5 – SCHOOL SITE PLANNING CHECKLISTS



SCHOOL SITE OPERATIONS SECTION OVERVIEW

The School Site Operations Section is under the supervision of the Operations Section Chief and manages all tactical operations. The following functions are assigned to the Operations Section:

- **CARE AND SHELTER**
- **FIRST AID/MEDICAL**
- **SEARCH AND RESCUE**
- **SITE SECURITY**
- **STUDENT RELEASE**
- **UTILITY CONTROL**

SITE PLANNING SECTION OVERVIEW

The Site Planning Section is under the supervision of the Site Planning Section Chief. The duties and responsibilities of this section are the gathering and analysis of all data regarding the incident. The Site Planning Section maintains an incident log and displays maps and charts. In addition, the Site Planning Section is also responsible for preparing situation reports for both the Command Staff and the District Office, assessing damage, conducting the planning meetings, documenting all activities and preparation of action plans. The Site Planning Section consists of the following positions, **although not all of the positions may be filled depending on the nature or extent of the emergency situation**. The Site Planning Section Chief assumes the responsibilities of those positions that are vacant.

- ***Site Situation Analysis***
- ***Site Student Status***
- ***Site Documentation***

SITE STUDENT STATUS UNIT

The Site Student Status Unit is responsible for gathering information on the status of all students and staff (include their status, location and immediate plan for each individual).

Primary Unit Leader: Attendance Clerk
Alternate Unit Leader: Office Manager/Registrar
Reports To: Site Planning Section Chief
Responsibilities: Responsible for coordinating the collection of information on the status of all students and staff

ACTION CHECKLIST:

- Identify yourself as the Site Student Status Leader
- Obtain a briefing from the Site Planning Section Chief on situation, initial objectives and priorities
- Assign either staff or student runners to gather information on students from all teachers
- Assign Staff to poll the Security, Search & Rescue and First Aid units for information on students
- Prepare an initial situation summary as soon as possible to the Site Planning Chief and the District Office
- Regularly contact the Student Release Coordinator for updates
- Maintain a log noting information received and actions taken

Confidential Student Status

Date/Time	Student Name	Student Location	Status

STUDENT RUNNER INSTRUCTIONS:

- Report to the Student Status Unit Leader immediately after your teacher takes attendance and excuses you from the class
- Provide assistance in gathering information on student status under the direction of the Student Status Unit Leader
- When moving about the area, avoid hazards. Follow the safety instructions of all Security, Search & Rescue and Utility Control Team members
- DO NOT enter areas that have been closed or barricaded
- All information is **CONFIDENTIAL** and should **NOT** be shared with anyone other than the Student Status Unit Leader

SITE DOCUMENTATION UNIT

The Site Documentation Unit is responsible for maintenance and preservation of all incident related information; documentation must be organized and filed for references.

Primary Unit Leader: As Assigned – Clerical person
Alternate Unit Leader: As Assigned
Reports To: Site Planning Section Chief
Responsibilities: Oversees the gathering, organizing and maintaining all incident related information for necessary reference

ACTION CHECKLIST:

- Identify yourself as the Site Documentation Leader
- Obtain a briefing from the Site Planning Section Chief
- Create a Master Incident File
- Regularly gather all Team Logs, Incident Briefing Forms, Message Forms and other documentation
- File all incident related information chronologically by section
- Maintain a log, noting messages received, action taken, contacts established and information passed
- After the emergency, provide copies of all documentation to the District Office

SITE SITUATION STATUS UNIT

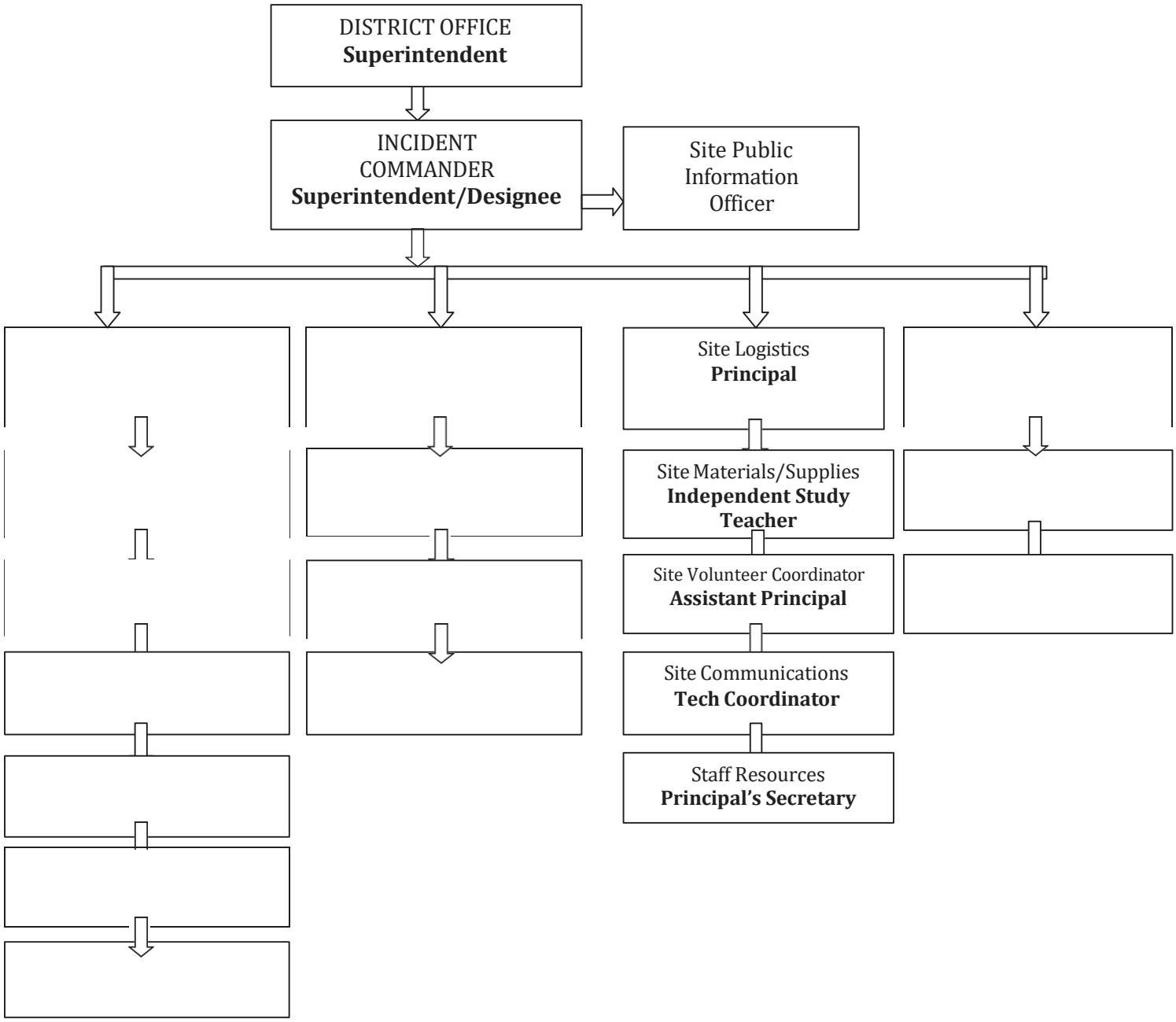
The Site Situation Status Unit is responsible for gathering and verification of information from the school site. The Site Situation Status Leader also gathers and verifies all information from the Site Operations Section, Site Logistics Section, Site Finance Section, the District Office and other sources. Of special concern is the status and damage assessment of school buildings and other infrastructure. This information is used for inclusion in regular situation briefings for command staff and the District Office.

Primary Unit Leader:	As Assigned – Principal or designee
Alternate Unit Leader:	As Assigned
Reports To:	Site Planning Section Chief
Responsibilities:	Managing all incident related data, situations and events; providing the Incident Commander via Site Plans Section Chief updated situation reports

ACTION CHECKLIST:

- Identify yourself as the Site Situation Status Leader
- Obtain a briefing from the Site Planning Section Chief on situation, initial objectives and priorities
- Obtain situation reports from the Site Operations Section Chief to determine status and location of all students and school staff
- Begin a status board showing all known incidents at the school site
- Prepare an initial situation summary as soon as possible including damage assessment and facility status. Provide the summary to the Site Planning Chief and the District Office as soon as possible
- Regularly contact the Operations, Logistics & Finance sections for updates
- Maintain a log noting information received and actions taken

Section 6 – SCHOOL SITE LOGISTICS CHECKLISTS



SCHOOL SITE OPERATIONS SECTION OVERVIEW

The School Site Operations Section is under the supervision of the Operations Section Chief and manages all tactical operations. The following functions are assigned to the Operations Section:

- **CARE AND SHELTER**
- **FIRST AID/MEDICAL**
- **SEARCH AND RESCUE**
- **SITE SECURITY**
- **STUDENT RELEASE**
- **UTILITY CONTROL**

SITE LOGISTICS SECTION CHIEF

The Site Logistics Section Chief manages all logistical functions. The Site Logistics Section provides support and materials for Site Operations. The Site Logistics Section Chief assumes the responsibilities of any Logistics Section positions that are vacant.

Primary Unit Leader:	As Assigned
Alternate Unit Leader:	As Assigned
Reports To:	Site Incident Commander
Supervises:	Site Materials/Supply Leader Site Volunteer Coordinator Site Communications Leader Staff Resources
Responsibilities:	The Site Logistics Section Chief is responsible for providing facilities, communications, food and shelter, services and material and assessing damage in support of the incident. The Site Logistics Section Chief participates in development and implementation of the Incident Action Plan and activates and supervises Teams leaders within the Logistics Section. The Site Logistics Section Chief must also insure that logistical requests are coordinated through the District Office Logistics Section.

ACTION CHECKLIST:

- Identify yourself as the Site Logistics Section Chief
- Obtain a briefing on the extent of the emergency from the Site Operations Section Chief or Command Staff
- Obtain initial instructions concerning logistics work activities/priorities
- Confirm that all Logistics Section members or alternates have been notified
- Assemble and brief logistics leaders
    - Provide a summary on the incident
    - Assign work locations and preliminary work tasks to section personnel
    - Present procedures and limitations on purchasing or expenditures
    - Provide administrative and personnel reporting guidance
- Identify and coordinate the procurement of additional service personnel, supplies and equipment to support planned and expected operations through the District Office Logistics Section
- Brief and update the Site Incident Commander and the District Office of all logistics resources and support concerns caused by the emergency. Information that should be provided includes:
    - Priority logistics requirements filled/completed

    - Logistics shortfalls/unresolved problems
    - Major new problems since previous brief
    - Assistance needed from other agencies and status of mutual aid
    - Information developed by the logistics section that should be passed to other sections or to the public
- Assist in the initial development and the daily review of a 24 Hour Action Plan
- Continually coordinate with the Site Operations Section Chief and Site Planning Section Chief to ensure timely and efficient logistics support
- Ensure that Logistics Team leaders open and maintain team logs. All documents prepared by the Logistics Section should be passed to the Documentation Team in the Planning Section at the conclusion of the emergency. At a minimum, the following records should be maintained:
    - Messages received and transmitted
    - Actions pending
    - Actions completed
    - Logistics personnel and time on duty
    - Active vendor records
    - Non-expendable property records
    - Expendable property purchase records
    - Expendable property expenditure records
    - Facility records
    - Facility rental contracts/inspection reports
    - Vehicle records
    - Vehicle accident reports
    - Staff information folder
- Maintain accountability of all logistics personnel assigned; work schedules, time sheets and injury reports will be submitted no less than once per day
- Ensure for the general welfare and safety of all logistics section personnel
- Establish turnover procedures and conduct shift change briefs at the end of each shift
- Prior to the end of the operation, obtain a demobilization plan from the planning section

SITE MATERIALS/SUPPLY UNIT

The Site Materials/Supply Unit is responsible for ordering, receiving, inventory, storage and distribution of supplies for the school site; and servicing non-expendable supplies and equipment. This should be done in coordination with the District Office.

Primary Unit Leader:	Accounts Payable Secretary
Alternate Unit Leader:	Business Office Person
Reports To:	Site Logistics Section Chief
Responsibilities:	Oversees the ordering, receiving, inventory, storage and distribution of supplies for the incident and servicing non-expendable supplies and equipment supplies and equipment for the school site

ACTION CHECKLIST:

- Identify yourself as the Site Materials/Supply Unit Leader
- Obtain a briefing on the extent of the emergency from the Site Logistics Section Chief and determine the priorities of supplies required to support emergency operations
- Participate in the Site Logistics Section planning
- Provide administrative supplies as required to the Command, Planning, Logistics and Finance Sections for the school site
- Coordinate with the Finance Section for the administration of all financial matters pertaining to vendor contracts and open purchase orders
- Stockpile, maintain, deploy and reserve critical supplies and equipment. Maintain an inventory of all supplies expended during the operation
- Provide a forecast of the school's ability to survive on current inventories and locally procured items
- Open and maintain a Team Log; ensure that all documents prepared by the Logistics Section are given to the Site Documentation Leader in the Site Planning Section at the conclusion of the emergency
    - Document messages received/transmitted
    - Action taken
    - Requests filed
    - Active vendor records
    - Non-expendable property records
    - Expendable property purchase records

SITE VOLUNTEER COORDINATOR

The Site Volunteer Coordinator is responsible for managing all volunteers who are working at the school site. The Site Volunteer Coordinator works with the District Personnel Team to register all non-parent volunteers. The Site Volunteer Coordinator registers all parents of school students who wish to volunteer their services during an emergency.

Primary Unit Leader:	As Assigned
Alternate Unit Leader:	As Assigned
Reports To:	Site Logistics Section Chief
Responsibilities:	Identify and manage all parents who wish to volunteer their services to the school during an emergency. Coordinate the registration of all non-parent volunteers with the District Office Personnel Leader.

ACTION CHECKLIST:

- Identify yourself as the Site Volunteer Coordinator
- Obtain a briefing on the extent of the emergency from the Site Logistics Section Chief
- Register all parent volunteers as Disaster Service Workers using the Disaster Service Worker registration forms
- Provide for an initial safety briefing for all volunteers
- Coordinate any requests for non-parent volunteers through the District Office Personnel Leader
- Establish a shift schedule for all volunteers at the school site
- Ensure that all volunteers have adequate food and rest breaks
- Maintain a log of all messages received and sent and all significant actions taken
- Maintain a record of all personnel participating and their hours on duty

SITE COMMUNICATIONS UNIT

The Site Communications Unit is responsible for all aspects of school site communications including telephones, District radios, amateur radio, citizens band radio and any other communications resources. The Site Communications Unit Leader is also responsible for coordinating any repairs to site equipment with the District Office.

Primary Unit Leader: As Assigned (Tech Department)
Alternate Unit Leader: As Assigned
Reports To: Site Logistics Section Chief
Responsibilities: Coordinate the use and repair of all school site communications assets.

ACTION CHECKLIST:

- Identify yourself as the Site Communications Unit Leader
- Obtain a briefing on the extent of the emergency, existing communications requirements and priorities from the Site Logistics Section Chief
- Analyze existing communications capabilities of the school; coordinate communications requirements over and above those available at the school with the District Communications Leader
- Compile a prioritized list of equipment and personnel shortfalls
- With the approval of the Site Logistics Section Chief, place a request with the county's logistics section for amateur radio operators or other support personnel. Provide the county with the purpose for which they will be used and the estimated duration of assignment and locations
- Open and maintain a log. Ensure that all documents prepared by the Communications Team are given to the Site Documentation Team in the Site Planning Section at the conclusion of the emergency
    - Document messages received and transmitted
    - Actions taken
    - Requests filled

STAFF RESOURCES UNIT

The Staff Resources Unit is responsible for tracking all staff on campus not currently assigned and providing staff resources to the other sections as needed.

Primary Unit Leader: As Assigned
Alternate Unit Leader: As Assigned
Reports To: Site Logistics Section Chief
Responsibilities: Manages the tracking of all staff on campus not currently assigned and provide staff resources to the other sections as needed

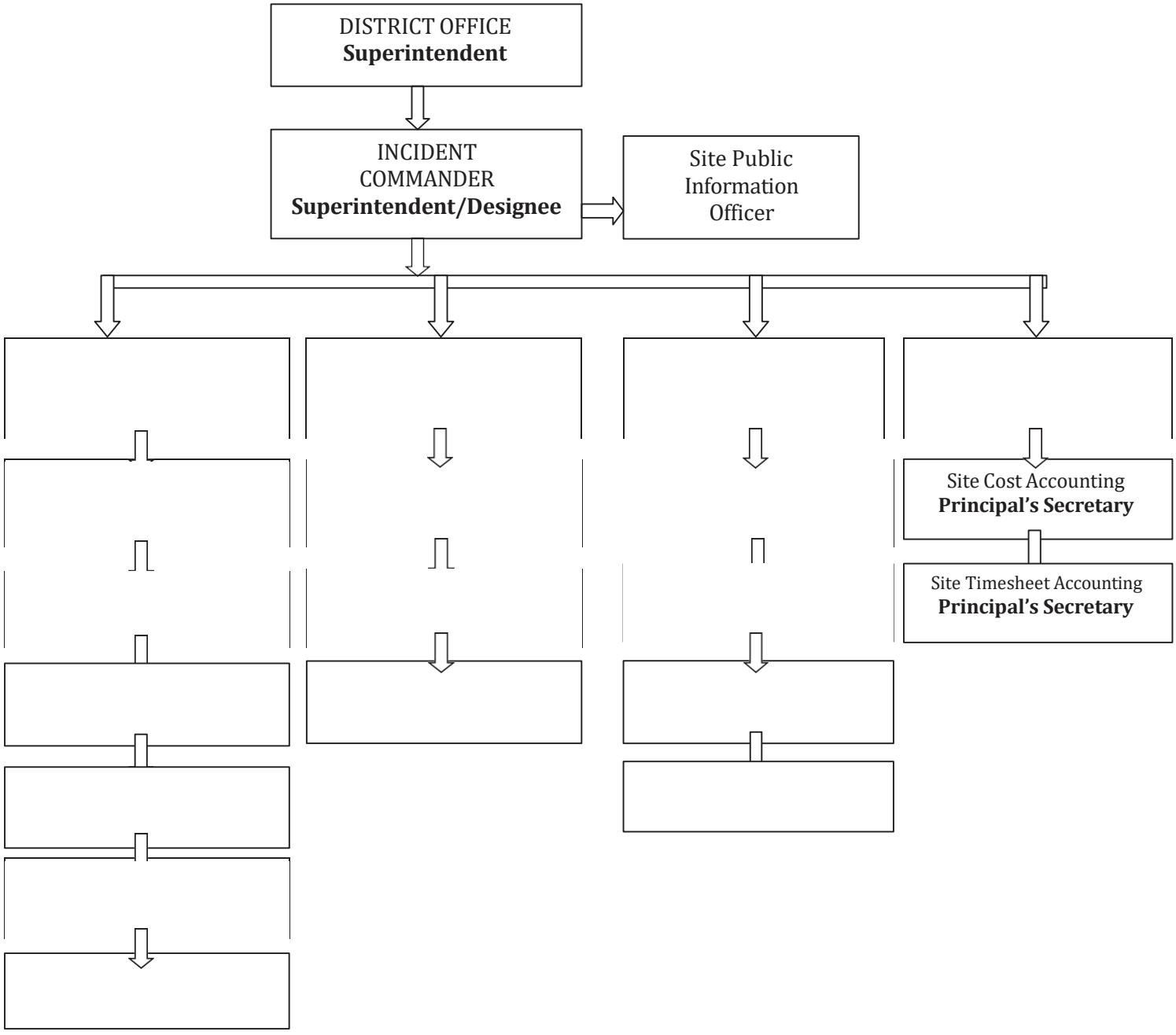
ACTION CHECKLIST:

- Identify yourself as the Staff Resources Leader
- Obtain a briefing on the extent of the emergency, existing staffing requirements and priorities from the Site Logistics Section Chief
- Set up a workstation and post sign "Staff Check In"
- Maintain a Master Staff List
- As needs arise, assign staff to other units
- As staff are assigned, coordinate information with the Site Timesheet Accounting and Documentation Units
- Record any workplace injuries to assigned staff
- Maintain a log noting assignments made and actions taken

Master Staff List

Name	Location	Assignment	Date/Time

Section 7 – SCHOOL SITE FINANCE CHECKLISTS



SCHOOL SITE OPERATIONS SECTION OVERVIEW

The School Site Operations Section is under the supervision of the Operations Section Chief and manages all tactical operations. The following functions are assigned to the Operations Section:

- **CARE AND SHELTER**
- **FIRST AID/MEDICAL**
- **SEARCH AND RESCUE**
- **SITE SECURITY**
- **STUDENT RELEASE**
- **UTILITY CONTROL**

SITE FINANCE SECTION CHIEF

The Site Finance Section Chief provides supervision to members of the Section and manages all financial aspects of the emergency for the school site. The Site Finance Section Chief ensures coordination with the District Office.

Primary Unit Leader:	Business Manager
Alternate Unit Leader:	Business Office Person
Reports To:	Site Incident Commander
Responsibilities:	Provide advice and support to the Site Incident Commander regarding financial issues; effect payment for disaster related supplies and equipment and coordinate payment issues with the District Office Finance Section; ensure that adequate records are maintained to support requests for state and federal assistance; track time worked by all emergency personnel involved in the incident; provide cost analysis and projections for the school site.

ACTION CHECKLIST:

- Identify yourself as the Site Finance Section Chief
- Obtain a briefing on the extent of the emergency from the Site Incident Commander
- Obtain initial instructions from the Site Incident Commander concerning purchasing authority and priorities
- Obtain inputs from the various teams to determine projected cost of supplies and materials to support the emergency
- Ensure that the Timesheet Accounting Leader maintains records of all personnel time worked at the emergency which includes all volunteers that may or may not be previously registered as Disaster Service Workers
- Ensure that a Finance Section Log is maintained, noting messages received, decisions made, actions taken and personnel on duty

SITE COST ACCOUNTING UNIT

The Site Cost Accounting Unit provides the projected cost of supplies and materials to support the emergency operation at the school site.

Primary Unit Leader: Business Manager
Alternate Unit Leader: Business Office Person
Reports To: Site Finance Section Chief
Responsibilities: The Site Cost Accounting Leader is responsible for payment for emergency supplies or equipment, collecting all cost data, performing cost effectiveness analyses, providing cost estimates and cost saving recommendations for the school site. The Site Cost Accounting Leader is responsible for coordinating payments with the District Office.

ACTION CHECKLIST:

- Identify yourself as the Site Cost Accounting Leader
- Obtain a briefing from the Site Finance Section Chief on procedures for payment for emergency supplies, equipment or other disaster related costs
- Obtain and record all cost/purchasing data and coordinate with the District Office Cost Accounting Leader
- Prepare incident cost summaries
- Make recommendations for cost savings to the Site Finance Section Chief
- Ensure that all cost documents are accurately prepared
- Brief the Site Logistics Section Chief on current problems, recommendations, outstanding issues and follow-up requirements
- Maintain a Log

SITE TIMESHEET ACCOUNTING UNIT

The Site Timesheet Accounting Unit maintains records of all personnel time worked at the emergency including all volunteers that may or may not be previously registered as Disaster Service Workers.

Primary Unit Leader: Payroll Clerk
Alternate Unit Leader: Business Office Person
Reports To: Site Finance Section Chief
Responsibilities: Maintains records of all personnel time worked at the emergency.

ACTION CHECKLIST:

- Identify yourself as the Site Timesheet Accounting Leader
- Obtain a briefing from the Site Finance Section Chief and establish and determine incident requirements for time recording function
- Ensure that daily personnel time recording documents are prepared and that compliance to time policy is met. Coordinate this function with the District Office
- Brief the Site Finance Section Chief on current problem recommendations, outstanding issues and follow-up requirements
- Maintain a Team Log

Section 8 – ADAPTIONS FOR STUDENTS WITH DISABILITIES DURING EMERGENCIES

- All Modoc Joint Unified School District sites have wheel chair access, including ramps
- All Modoc Joint Unified School District sites have handicapped restrooms
- In the event of an evacuation, students with disabilities will be ushered to appropriate exits to meet their needs
- In the event of a lockdown, students with disabilities will be accommodated with accessible equipment, including but not limited to restrooms
- Accessible accommodations will be made by staff for students with disabilities

Section 9 – CHILD ABUSE REPORTING PROCEDURES

Modoc Joint Unified School District employees are mandated reporters, as defined by law and administrative regulation, and are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents, but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

All school sites have appropriate forms to be used to make reports. Employees should see their site principal or supervisor to obtain a form, but the report is to be filed by the employee, not principal, supervisor or site secretary. Reports are to be made to Modoc County Child Protective Services (530) 233-6501.

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

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided (Penal Code 11165.7).

Section 10 – POLICIES PURSUANT TO EDUCATION CODE 48915 (c)

48915 (c): The principal or Superintendent of Schools shall immediately suspend, pursuant to Section 48911 and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession of is verified by an employee of a school district.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive.

The above acts all begin at level 5 disciplinary acts in the Modoc Joint Unified School District Conduct Guidelines, which carry with them the following mandatory actions on the first offense:

- Parent Conference Mandatory
- Referral to SARB
- Citation by Alturas Police Department
- Referral to Modoc County Probation Department
- Suspension (1-5 days)
- Expulsion Referral
- Stipulated Expulsion
- Extension of Suspension Beyond 5 days
- Continue Record of Interventions

Section 11 – PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS STUDENTS

Teachers and other staff members are contacted via District email any time a student has been suspended for violent of dangerous acts.

Previous schools are contacted and cumulative files are reviewed for students who transfer into the District. Any violent or dangerous acts are shared with teachers and other staff.

In the event a dangerous student requires a behavior plan, the plan is given to teachers and other staff.

Section 12 – DISCRIMINATION, HARASSMENT, INTIMIDATION, BULLYING

The Modoc Joint Unified School District believes that all students have a right to a safe and healthy school environment. The District, schools and community have an obligation to promote mutual respect, tolerance and acceptance.

The Modoc Joint Unified School District will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The Modoc Joint Unified School District expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, the Modoc Joint Unified School District will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The Student Code of Conduct for this policy includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the

student should contact the principal or designee. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited to:

- All staff, students and their parents will receive a summary of this policy prohibiting bullying at the beginning of the school year as part of the student handbook and/or information packet, as part of the new student orientation and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur.

People witnessing or experiencing bullying are encouraged to report the incident. Such reporting will not reflect on the victim or witnesses in any way.

MODOC JOINT UNIFIED SCHOOL DISTRICT

BOARD POLICY
Bullying

BP 5131.2
Students

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

(cf. 5131 – Conduct)
(cf. 5136 – Gangs)
(cf. 5145.3 – Nondiscrimination/Harassment)
(cf. 5145.7 – Sexual Harassment)
(cf. 5145.9 – Hate-Motivated Behavior)

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media or other technologies using a telephone, computer or any wireless communication device. Cyberbullying also includes

breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 – Freedom of Speech/Expression)

Strategies for addressing bulling in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan (LCAP) and other applicable district and school plans.

(cf. 0420 – School Plans/Site Councils)
(cf. 0450 – Comprehensive Safety Plan)
(cf. 0460 – Local Control and Accountability Plan)
(cf. 1220 – Citizen Advisory Committees)
(cf. 1400 – Relations Between Other Governmental Agencies and the Schools)
(cf. 6020 – Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 – Youth Services)

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats and the consequences for engaging in bullying.

(cf. 5137 – Positive School Climate)

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills and appropriate online behavior.

(cf. 6142.8 – Comprehensive Health Education)
(cf. 6142.94 – History-Social Science Instruction)
(cf. 6163.4 – Student Use of Technology)

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so (Education Code 234.1).

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

The Superintendent, principal or principal's designee may refer a victim, witness, perpetrator or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse or other school support service personnel for case management, counseling and/or participation in a restorative justice program as appropriate (Education Code 48900.9).

(cf. 6164.2 – Guidance/Counseling Services)

Complaints and Investigation

Any complaint of bullying, whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 – Uniform Complaint Procedures.

(cf. 1312.3 – Uniform Complaint Procedures)

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform

complaint is filed. Within two business days of receiving a report of bullying, the principal shall notify a district compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or district compliance officer, whether or not the alleged victim files a complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5138 – Conflict Resolution/Peer Mediation)
(cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion/Due Process)
(cf. 5144.2 – Suspension and Expulsion/Due Process, Students with Disabilities)
(cf. 6159.4 – Behavioral Interventions for Special Education Students)

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

(cf. 4117.3 – Dismissal)
(cf. 4118 – Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 – Professional Standards)
(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

MODOC JOINT UNIFIED SCHOOL DISTRICT

BOARD POLICY
Nondiscrimination/Harassment

BP 5145.3
Students

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

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

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 5131 – Conduct)
(cf. 5131.2 – Bullying)
(cf. 5137 – Positive School Climate)
(cf. 5145.9 – Hate-motivated Behavior)
(cf. 5146 – Married/Pregnant/Parenting Students)
(cf. 6164.6 – Identification and Education Under Section 504)

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 includes the creation of a hostile environment through prohibited conduct that is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

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

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians and employees. He/she shall provide training and 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 Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 – Uniform Complaint Procedures)
(cf. 1330 – Use of Facilities)
(cf. 4131 – Staff Development)
(cf. 4231 – Staff Development)
(cf. 4331 – Staff Development)
(cf. 6145 – Extracurricular and Cocurricular Activities)
(cf. 6145.2 – Athletic Competition)
(cf. 6164.2 – Guidance/Counseling Services)

Regardless of whether a complaint 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, 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.

(cf. 4118 – Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 – Professional Standards)
(cf. 4218 – Dismissal/Suspension/Disciplinary Action)
(cf. 5144 – Discipline)

(cf. 5144.1 – Suspension and Expulsion/Due Process)
(cf. 5144.2 – Suspension and Expulsion/Due Process, Students with Disabilities)
(cf. 5145.2 – Freedom of Speech/Expression)

Record-keeping

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

(cf. 3580 – District Records)

Section 13 – INGRESS AND EGRESS OF STUDENTS, PARENTS, EMPLOYEES

Alturas Elementary School – Entrance of parking area is posted with a 5MPH speed limit. Bus loading and unloading zones are clearly marked. Bus loading supervision is provided. Walkers and bike riders can approach the school on paved paths and sidewalks. Bike riders are to walk their bikes once they are on campus in the vicinity of buildings, walkways and play areas. Walkers and bike riders are to exit to the east by walking their bikes past the east pod out to the east parking lot and then to the paved path. Parents are reminded periodically in the site newsletter to observe the parking lot rules and procedures. Signs advising visitor to check in at the office are posted at entrances to the campus.

State Line Elementary School – Traffic is two-way through the parking lot. Bus loading supervision is provided. Bus loading and unloading zones are clearly marked and student exit through a gate directly to the bus. Walkers and bike riders can approach the school on designated paths and sidewalks. Signs advising visitors to check in at the office are posted at entrances to the campus. The campus is gated and fenced.

Modoc High School – Students can enter campus from all directions. Signs posted at campus entrances may include: NO ALCOHOL ALLOWED ON THE PREMISES, VISITOR REPORT TO OFFICE, NO LOITERING, NO TRESPASSING and NO ROLLER BLADING, SKATEBOARDING OR TRESPASSING. At the bus area there is a sign stating: AUTHORIZED VEHICLES ONLY. There is a blue zone for handicapped in front and just east of the gym. The bus zone has been moved onto campus to help with traffic and make a safer transition. At the entrance to the faculty parking lot on the north side, there is a sign stating the speed limit is 5MPH. There are two handicapped parking spaces in that parking lot and two more in the parking area on the north side of campus.

Modoc Middle School – Entrance of parking areas is posted with a 5MPH sign. Bus loading and unloading zones are clearly marked. Supervision is provided for bus loading. Walkers and bike riders can approach the school on paved paths and sidewalks. Bike riders are to walk their bikes once they are on campus in the vicinity of buildings, walkways and play areas. Parents are periodically reminded in the site newsletter to observe pick up and drop off procedures. Signs advising visitors to check in at the office are posted at entrances to campus.

Warner High/High Desert Community Day School – Students enter and leave the school from either the parking lot or the public street in front of the school. The school is a self contained single classroom, with only one door entering into the school, which faces the public street. At the end of the day, staff observes students leaving to ensure they're leaving the area safely and with no interference of outsiders.

Section 14 – RULES AND PROCEDURES FOR SCHOOL DISCIPLINE

MODOC JOINT UNIFIED SCHOOL DISTRICT

CONDUCT GUIDELINES

Student Action	Level #1	Level #2	Level #3	Level #4	Level #5	Stipulated Expulsion
^Caused, attempted to cause, or threatened to cause physical injury to another person	X	X	X	X	X	X
^Willfully used force or violence upon the person of another, except in self-defense	X	X	X	X	X	X
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	X	X	X	X	X	X
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	X	X	X	X	X	X
^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	X	X	X	X	X	X
Committed or attempted to commit robbery or extortion	X	X	X	X	X	X
^Caused or attempted to cause damage to school property or private property	X	X	X	X	X	X
Stole or attempted to steal school property or private property	X	X	X	X	X	X
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 the use or possession by a pupil of his or her own prescription products	X	X	X	X	X	X
^Committed an obscene act or engaged in habitual profanity or vulgarity	X	X	X	X	X	X
Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code	X	X	X	X	X	X
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	X	X	X	X	X	X
^Knowingly received stolen school property or private property	X	X	X	X	X	X
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	X	X	X	X	X	X
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	X	X	X	X	X	X
Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both	X	X	X	X	X	X
**Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma		X	X	X	X	X
**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, that 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		X	X	X	X	X
**Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings: "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		X	X	X	X	X
***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		X	X	X	X	X
***Pupil has committed sexual harassment as defined in Section 212.5		X	X	X	X	X
***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		X	X	X	X	X

***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		X	X	X	X	X
***Pupil has made terroristic threats against school officials or school property, or both		X	X	X	X	X
***Causing serious physical injury to another person, except in self-defense		X	X	X	X	X
***^Possession of any knife or other dangerous object of no reasonable use to the pupil					X	
***^Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code					X	
***^Robbery or extortion					X	
***^Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee					X	
***^Possessing, selling, or otherwise furnishing a firearm					X	
Brandishing a knife at another person						
Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code						
Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900						
Possession of an explosive						

List of Possible Actions

Level #1

- Verbal Warning
- Parent Contact
- Classroom Program Modifications
- Community Service
- Referral to Tobacco Education
- Begin Record of Interventions

Level #2

- Verbal Warning (document)
- Parent Contact **MANDATORY**
- Parent Escort
- Restitution/Correction
- Detention
- Community Service
- Referral to Tobacco Education
- In-School Suspension
- Suspension (1-5 days)
- Continue Record of Interventions

Level #3

- Parent Contact **MANDATORY**
- Parent Conference, Parent Escort
- Restitution/Correction
- Referral to SARB
- Referral to SST*
- Saturday School
- Community Service
- Referral to Tobacco Education
- In-School Suspension
- Suspension (1-5 days)
- Expulsion Referral
- Stipulated Expulsion
- Continue Record of Interventions

Level #4

- Parent Conference **MANDATORY**
- Alternative Education Placement
- Restitution/Correction
- Referral to SARB
- Referral to SST*
- Referral to Drug Diversion Program
- Citation by Alturas Police Department
- Referral to Modoc County Probation Department
- Saturday School
- Community Service
- In-School Suspension
- Suspension (1-5 days)
- Expulsion Referral
- Continue Record of Interventions

Level #5

- Parent Conference **MANDATORY**
- Referral to SARB
- Citation by Alturas Police Department
- Referral to Modoc County Probation Department
- Suspension (1-5 days)
- Expulsion Referral
- Stipulated Expulsion
- Extension of Suspension Beyond 5 days
- Continue Record of Interventions

***In the case of continued interruptions, at the SST parent/guardian will be informed of MJUSD Disturbing the Peace Referral Process**

****Suspension is an option on the first offense (Education Code 48900.5)**

*****Suspension and Expulsion Referral is mandatory on the first offense [Education Code 48915(c)]**

^Offense requires Law Enforcement and/or Probation to be contacted

NOTE: Suspension is an option on the first offense in any of the student actions listed if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process (Education Code 48900.5)

Section 15 – HATE CRIME REPORTING PROCEDURES

Pursuant to Board Policy 5145.9:

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with District complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee and Law Enforcement as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board Policy and Administrative Regulation.

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

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

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

Section 16 – GANG RELATED APPAREL

The wearing of apparel or combination of items and apparel associated with gangs or other similar groups or organizations are recognized as an educational disruption and is not appropriate for school wear.

GANG RELATED APPAREL: Paraphernalia or clothing worn by students that is determined by school administration to be gang related.

APPENDIX

BULLYING PREVENTION STRATEGIES BY SITE

AES

- Teachers receive training annually regarding bullying prevention and cyberbullying prevention
- Teachers include anti-bullying stories in their curriculum and facilitate class discussions
- Twice each week, we play segments from a character education program over the PA system. In one segment, students hear about a current or historical figure that grew up to become a hero to others and students are encouraged that they can become a hero too. In the second segment, students hear a story about a student their age who chose to help others and not hurt others or stories about bullies at school. Students reflect upon how they treat others and are encouraged to help, not hurt others. As they become available, the principal comes on the PA immediately following the recorded statement and shares stories of how AES students have been "caught" being heroes to others by staff members.
- The principal's assistant works aggressively to follow up on reports of bullying and stop it. Students who are bullying others are disciplined according to the progressive discipline policy.
- 4th and 5th grade students have access to the "Talk About It" program.

MMS

- Teachers receive training annually regarding bullying prevention and cyberbullying prevention
- Teachers include anti-bullying stories in their curriculum and facilitate class discussions
- The principal's assistant works aggressively to follow up on reports of bullying and stop it. Students who are bullying others are disciplined according to the progressive discipline policy.
- All students have access to the "Talk About It" program
- Select students in ASB have attended a two-day training in leadership and respect. These students are working on a project that will help students reflect on how they treat others daily

State Line

- Integrated instruction in lessons and daily living through 12 civilities, adopted by the District
- Handling reported bullying thoroughly and immediately as it occurs, keeping sources confidential
- Parent Involvement

- "Class Meeting" activity for giving positive acknowledgements and solving problems written in the "Class Meeting" agenda book
- Teacher training through Keenan and Associates
- Administrative and CA Education Code driven discipline as incidents occur

MHS/Alternative Education

- Creative, student-created program/lessons through our student leadership that address the most common harassment topics, usually through student-created videos and student involvement in a manner that includes every member of the student body. The intent is to educate students beyond their own lack of knowledge, regarding various group types typically discriminated against with the expectation that students will respect other's differences
- Handling reported bullying thoroughly and immediately as it occurs, keeping sources confidential
- Informing and involving staff members when incidents or rumors of potential bullying may occur in order to be diligent in "keeping an eye out" for these students in their classrooms and hallways. Teachers take these matters seriously and report incidents as they occur
- Discussions and involvement at staff meetings
- Teacher training through Keenan and Associates
- Administrative and CA Education Code driven discipline as incidents occur
- Students and parents have access to the "Talk About It" program
- School welcomes and receives tips of potential bullying from students and parents
- Staff is present in the hallways during passing periods

BOMB THREAT CHECKLIST

1. REMAIN CALM
2. EXACT WORDING OF THE THREAT:

3. ASK THE CALLER
    a. *What can you tell me?*
    b. *When is the bomb going to explode?*
    c. *Where is it right now?*
    d. *What kind of bomb is it?*
    e. *What will cause it to explode?*
    f. *Did you place the bomb?*
    g. *Why?*
    h. *What is your address?*
    i. *What is your name?*
    j. *Why did you target this school?*
4. REPORT THREAT IMMEDIATELY TO:
    a. *Your supervisor*
    b. *Building Emergency Coordinator*
    c. *9-1-1*
5. BASIC CALL INFORMATION:
    a. *Time of Threat –*
    b. *Date –*
    c. *Your Name –*
    d. *Position –*
    e. *Phone number where threat was received –*
6. THREAT LANGUAGE:

___ Well-spoken	___ Incoherent	___ Irrational
___ Foul	___ Taped	___ Message was Read

7. BACKGROUND NOISES:

___ Street Noises	___ Office Machinery	___ Long Distance
___ Restaurant	___ Voices	___ Motor
___ Factory Machinery	___ Animal Noises	___ Local
___ PA System	___ Clear	___ Household Noises
___ Music	___ Static	___ Other

8. CALLER'S VOICE:

Sex: _____ Age: _____

___ Calm	___ Nasal	___ Familiar
___ Angry	___ Stutter	___ Slurred
___ Excited	___ Lisp	___ Distinct
___ Slow	___ Raspy	___ Accent
___ Rapid	___ Deep	___ Normal
___ Soft	___ Ragged	___ Disguised
___ Loud	___ Clearing Throat	___ Crying
___ Laughter	___ Deep Breathing	___ Cracking Voice

If the voice is familiar, whom did it sound like?

BOMB THREAT QUESTIONNAIRE

1. If you receive a bomb threat, try to find out:
    a. *When is the bomb going to explode?*
    b. *Where is it located?*
    c. *What does it look like?*
    d. *What kind of bomb is it?*
    e. *What will cause it to explode?*
    f. *Why did you choose this location?*
    g. *What is your name?*
    h. *What damage will it do?*
    i. *Do you want people hurt?*
2. Try to determine the caller's sex, race, approximate age, tone of voice, mental condition, if there is an accent, unusual speech mannerisms or phrases, organizational affiliations and any background noises such as street noises, animals, music, etc.
3. Notify a supervisor immediately. If directed, notify emergency responders by calling 9-1-1.
4. Quickly search your work area and report unusual articles without touching them. If evacuation or relocation is ordered, take all personal effects, such as lunch bags, briefcases, coats and purses with you.

COMMAND POST ACTIVATION CHECKLIST

ACTION	*ASSIGNED RESPONSIBILITY*
Determine whether to activate Command Post	Incident Commander
Determine staffing level and assign responsibility to call in staff	Incident Commander
Call in staff and volunteers as necessary	Logistics Chief

COMMAND POST DEACTIVATION CHECKLIST

ACTION	*ASSIGNED RESPONSIBILITY*
Determine when to deactivate and which sections will be closed down first	Incident Commander
Inform County and cooperating agencies that the CP is shutting down	Incident Commander
Conduct debrief for operational improvement and assign responsibility for corrective actions	Incident Commander
Prepare after-action report	Incident Commander
Return emergency supplies and equipment to storage	All Sections and Units
Inventory supplies and reorder any expended supplies	All Sections and Units

COMMAND POST SUPPLY LIST

Campus map, job description clipboards
Master keys, command post tray (pens, etc.)
Staff and student rosters, school district radio
Disaster response forms, campus 2-way radios
Emergency/disaster plan, AM/FM radio (battery)
Duplicate rosters (2 sets), bullhorn
Tables and chairs (if CP is outside)
Vests (if available)
Campus emergency planning guidelines
ID vest
Paper, pencils, marking pens
Scotch tape, masking tape
Scissors
School site map(s) and area maps
8-1/2 x 11 handouts
Laminated poster board size for display
Forms: Disaster Public Information Release Worksheet, sample Public Information Release, School Profile or School Accountability Report Card

Recommended First Aid Supplies:

4 x 4" compress: 1000 per 500 students
8 x 10" compress: 150 per 500 students
Kerlix bandaging: 1 per student
Ace wrap (2-inch): 12 per campus
Ace wrap (4-inch): 12 per campus
Triangular bandage: 24 per campus
Cardboard splints: 24 each (sm, med, lg)
Steri-strips/butterfly bandages: 50 per campus
Aqua-Blox: .016 x students + staff = cases
Neosporin: 144 squeeze packs per campus
Hydrogen peroxide: 10 pints per campus
Bleach: 1 small bottle
Space blankets: 1 per student and staff
Plastic basket or wire basket stretchers (or)
Backboards: 1.5 per 100 students
Scissors, paramedic: 4 per campus
Tweezers: 3 assorted per campus
Triage tags: 50 per 500 students
Latex gloves: 100 per 500 students
Oval eye patch: 50 per campus
Tapes (1-inch cloth): 50 rolls per campus
Tapes (2-inch cloth): 24 rolls per campus
Dust masks: 25 per 100 students
Disposable blanket: 10 per 100 students
First Aid Books: 2/campus (standard/advanced)
Heavy duty rubber gloves: 4 pairs

THREATS OF VIOLENCE

A threat is an expression of intent to harm oneself or others. It is important that ALL threats be taken seriously, until they have been thoroughly investigated.

- Threats may be spoken, written or gestured
- Threats may be direct or indirect and need not be communicated to the intended victim or victims (e.g. "I'm going to get him")
- Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise (e.g. "I forgot it was in my backpack")
- When in doubt, assume that it is a threat
- This portion of "Threats of Violence" does not include:
    - Threats to damage property
    - Threats made by non-students
    - Fights or misbehavior that do not involve a threat
    - Slurs, insults, verbal abuse that do not involve a threat to physically harm someone
        - *Other school policies apply to these situations*
- Bomb threats and threats made on websites or by emails may be prosecutable by international law
- ***It is imperative that ALL threats be reported immediately to the Crisis Intervention Team (CIT) Leader – usually the site principal. It is the CIT Leader's responsibility to immediately evaluate the threat.***

PROCEDURES

The following procedure is separated into several sections in order to reflect those instances where a threatened act of violence may be received by specific individuals. Note that in all instances, the threat is initially assumed to be serious, until further evaluation is done by the CIT Leader (usually an administrator). The procedure for threat assessment is applicable during any school-sponsored event or function, whether the event/function be on school property or not.

1. Any student upon receiving information that a person is threatening to commit an act of violence shall:
    a. Assume the threat is serious
    b. Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer
    c. Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.
2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence shall:

a. Assume the threat is serious
b. Immediately report the threat to a school staff member, administrator or law enforcement officer
c. Be available and cooperative in providing a statement of information, with the understanding that the information source (parent or guardian) will remain anonymous to the greatest extent possible.

3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence shall:
    a. Assume the threat is serious
    b. Immediately report the threat to an administrator or their designee
    c. Be available and cooperative in providing a statement of information, with the understanding that the information source (staff member) will remain anonymous to the greatest extent possible.
4. Any school administrator, upon receiving information that a person is threatening to commit an act of violence shall evaluate the seriousness of the threat by initiating the following procedures.

Threat Evaluation:

A. Gather Information: CIT Leader
    a. Obtain an account of the threat and the context from the student and witnesses.
    b. Document the exact threat and circumstances surrounding the threat.
    c. Obtain the student's explanation of the threat's meaning and his/her intentions (see Appendix document "11 Questions to Guide Data Collection).
    d. Obtain witness perceptions of the threat's meaning.
    e. Document your evaluation. All documentation must be maintained, whether the threat is considered substantive or transient.

B. Evaluate Threat: CIT Leader
    a. Based on the information gathered, determine whether the threat is transient or substantive.
    b. The important thing here is to determine whether or not the student intends to carry out the threat NOT what he/she threatened to do.
    c. When in doubt, treat the threat as substantive.
    d. Transient threats:
        i. Often are rhetorical remarks, not genuine expressions of intent to harm.
        ii. At worst, express temporary feelings of anger or frustration.
        iii. Usually can be resolved on the scene or in the office.
        iv. After resolution, the threat no longer exists.

v. Usually end with an apology or clarification.

e. Substantive threats:
   i. Express intent to physically injure someone beyond the immediate situation.
   ii. There is at least some risk the student will carry out the threat.
   iii. Protective action MUST be taken (i.e. warn the intended victim(s) and parents; involve student release team personnel).
   iv. May require legal violations and require police consultation.
   v. When in doubt, treat the threat as substantive.

Continuum of Threats

- Warning of impending violence
- Attempts to intimidate or frighten
- Thrill of causing a disruption
- Attention-seeking, boasting
- Fleeting expressions of anger
- Jokes
- Figures of speech

Factors to Consider for Substantive Threats

- Age of student
- Capability of student to carry out the threat
- Student's discipline history
- Credibility of student and willingness to acknowledge his/her behavior
- Credibility of witness accounts

Possible Indicators of a Substantive Threat

- Specific, plausible details
- Threat has been repeated over time
- Threat reported as a plan
- Accomplices or recruitment of accomplices
- Physical evidence of intent

It is important to note that determining a threat as transient does not mean that the situation is over. It is necessary to determine what follow-up actions are necessary (e.g. counseling, student mediation, etc.)

C. Responses to Transient Threats
   a. Threat MUST be resolved through explanation, apology, making amends, etc.

b. There is no need to take safety precautions (e.g. no warnings to "victim's" parents, no student release personnel involved, etc.).
c. Provide counseling and education where appropriate.
d. Administer discipline if appropriate (e.g. reprimand, parental notification, etc.)

D. Responses to Substantive Threats
   a. If a threat is considered substantive, members of the CIT must be contacted immediately, as they are needed for the following steps.
   b. Determine if substantive threats are **serious** or **very serious**.
   c. Substantive assault threats are classified **serious**.
   d. Substantive threats to kill, rape and/or inflict very serious injury are classified **very serious**. Threats involving weapons are also considered **very serious**. Such threats are usually felonious.
   e. Very serious substantive threats ALWAYS involve law enforcement (always document information of contacted agent – i.e. badge number, etc.). In such threat situations, it would be useful to have the School Resource Officer as a member of the CIT to provide recommendations for appropriate action.

E. Conduct an Extended Safety Inquiry (see appendix for questions).
F. For all substantive threats, notify the parents of both the potential perpetrator and potential victim(s); if the potential victim(s) is a teacher, he/she must be notified.
G. Student release personnel must be notified. Both victim and perpetrator should only be released to a parent or guardian. The necessary student release paperwork should be completed by staff at the school at this time.
H. Take disciplinary action consistent with school policy (e.g. suspensions/expulsions, demerit system, etc.).
I. Identify any other student support or intervention needs (e.g. necessary counseling, 51/50, dispute mediation, etc.).
J. Follow-up to verify that the threat has been resolved and interventions are occurring.

NOTE: Threats made via cell phones (e.g. by texting) and on the Internet (via emails, web postings, blogs, etc.) are felonious and can be prosecuted by International Commerce Law. For threats made via websites or cell phones, the above-mentioned steps should be taken. Web posting should also be reported to the site on which they occur.

- An evaluation to determine the mental health needs of an individual (e.g. why the threat was made) and propose strategies for reducing risk.
- The ESI should be conducted as soon as possible after a very serious threat (if a student was removed from campus by law enforcement, the ESI needs to be completed before

he/she returns to campus. The ESI for a student who has been removed from campus may be completed by County Mental Health.

- The mental health professional will interview necessary individuals (e.g. student, intended victim and witnesses, student's parents, school staff who know the student, outside professionals who know the student, etc.).
    - NOTE: A signed release of information form is not needed to complete the ESI, because this involves the immediate safety of a student or students. If a formal evaluation is deemed necessary, based on the results of the ESI, a signed assessment plan will be needed before assessment can begin.
- See Appendix sections related to "Extended Threat Inquiry" for areas that must be addressed.

NOTE: Interviewing the potential perpetrator and no other person is NOT a full comprehensive evaluation of whether this students poses a threat and is potentially on the path toward violence.

DEATH/TRAGEDY

The following are a list of tasks that need to be considered. There are tasks that will obviously need to be accomplished before others, but there is no particular task order. Under each task are items/suggestions to consider in completing the tasks.

- Accurate Information
  - Law Enforcement: CHP, PD, Sheriff's Department
- Establish Command Structure
  - Team will assist in making appropriate decisions for the situation
  - MJUSD Administration
  - MCOE Support Staff
  - Modoc County Behavioral Health
  - Law Enforcement Representative
  - Key Staff Members
  - Students (possibly)
- Communication
  - Decide what information to share with whom, when and how: staff, students, parents, coaches and other schools.
- School Day(s)
  - Make decisions about possible special schedules and/or release
  - Substitutes for staff
  - Return to school of affected students
  - Monitor school tasks (i.e. class work, tests, finals)
- Educating the Front Line
  - Involve appropriate support staff (i.e. counselor)
  - Latest information
  - What to watch for
  - Available resources
  - Question and answer
  - Let everyone know we all grieve differently, so please do not judge others
- Support
  - What is appropriate?
  - Establish needs and follow through on acquiring the appropriate support
  - Establish procedures for students who need support
  - Identify potential "redline" students and staff
  - Identify and monitor decisions surrounding support
  - Long term monitoring
  - Determine who may need long term support

- Funeral/Memorial
    - Will it be held at a District school?
    - Time
    - Staff coverage
    - Student and staff release
    - Student education
    - Set up and break down if it is held at a District school site

NOTE: Consider having a staff meeting as a way to accomplish multiple tasks.

DO NOT FORGET ABOUT:

1. Checking Aeries and remove affected students so notices do not go out (i.e. automated phone calls and letters).
2. Communicating with staff the importance of checking with the site administrator prior to initiating any memorials/tributes/dedications/fundraisers.
3. Checking lockers/desks of affected students.
4. Gathering property of affected students: books, paper, athletic gear.
5. Establishing who will speak to media and how it will be handled.
6. Monitoring social media.
7. The five day window for beginning to remove items (i.e. posters, impromptu tributes, etc.).
8. Checking in with students and staff for up to three months.

SUICIDE

In the event that a staff member has reason to believe that a student or other staff member may be suicidal, the following action is to be taken:

1. Take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared.
2. Immediately report concerns to the school administrator (i.e. principal or designee). The administrator will then immediately contact qualified personnel (i.e. clinical psychologist, school psychologist, county mental health) to conduct a suicide risk assessment. **Under no circumstances should an untrained person attempt to assess the severity of suicidal risk.**

When a school becomes aware that a student or staff member has attempted suicide, the school must protect the person's right to privacy. Should a parent or other family member notify the school of a student's suicide attempt, the family should be referred to the appropriate community agencies for support services (i.e. Modoc County Behavioral Health, Siskiyou Behavioral Health). Staff response should be focused on quelling the spread of rumors and minimizing the fears of fellow students and staff.

Instead of convening a Crisis Intervention Team (CIT) meeting and alerting the student body, any services provided to the person who attempted suicide MUST be kept confidential and coordinated with outside service providers, such as a crisis counselor or hospital emergency team. After initial actions have been taken, reassess the situation and determine if the CIT team needs to meet. Whether or not the CIT team meets, appropriate members should be kept informed of the situation.

Support Services may be provided to other students (i.e. friends of the student who attempted suicide, students of a teacher who attempted suicide, etc.) in the following circumstances:

1. Students who witness police action or emergency services responses.
2. A group of the survivor's friends are profoundly affected by the suicide attempt and request support (provide space in the school for identified persons to receive support services. Provide necessary passes to release student/staff from class to receive these services). See copy of Emergency Release Form in the Appendix.
3. In the event that rumors and myths surrounding the attempt become widespread and damaging to the survivor, staff should respond by attempting to manage these myths. A formal announcement of relevant details will be given by an informed administrator.

School re-entry for a student who has attempted suicide:

Efforts to respond to suicide attempts and other traumas should be focused on making the student's return to school a comfortable one. Because families exposed to a suicide attempt

experience considerable guilt and fear, they are more likely to disclose that a child has made an attempt if they know the school has a helpful, nonthreatening manner of dealing with suicide.

Because a student who attempted suicide is often at greater risk for a suicide in the months following the crisis, it is extremely important to closely monitor his/her re-entry into school and to maintain close contact with parents and mental health professionals working with that student.

Assuming the student will be absent from one to four weeks after a suicide attempt and possibly hospitalized in a treatment facility, schools will take the following steps (modify accordingly for a staff member who has attempted suicide):

1. Obtain a written Release of Information form signed by the parents. This makes it possible for confidential information to be shared between school personnel and treatment providers.
2. Inform the student's teachers regarding the number of probable days of absence.
3. Instruct teachers to provide the student with assignments to be completed, if appropriate.
4. Maintain contact with the student to keep him/her informed of the latest developments in the school, if appropriate.
5. Seek recommendations for aftercare from the student's therapist. If the student has been hospitalized, a CIT member should convey relevant non-confidential information to appropriate school staff regarding the aftercare plan.
6. Once the student returns to school, a CIT member with mental health training should maintain regular contact with him/her.
7. Refer to mental health services during the summer if appropriate/necessary. Alert the staff at mental health of possible need for services.
8. The school should maintain contact with the parents by providing progress reports and other appropriate information and be kept informed of any changes in the aftercare plan.

PANDEMIC FLU

In the case of a pandemic flu outbreak, MJUSD will coordinate with Modoc County Public Health to provide resources and support for the schools. Modoc County Public Health will proceed with the following protocol in the case of a pandemic flu outbreak:

- A prevention letter will be sent out to all parents at the start of the flu season and/or when cases of H1N1 have been identified in the community. This letter will contain information on when to keep children home, as well as how to treat flu-like symptoms.
- School personnel will complete an Influenza-like Illness Report weekly during the flu season, as well as when cases of H1N1 have been identified in the community. This form can be made available upon request.
- Depending on the number of cases of H1N1 that have been identified in the schools, public health will initiate the following steps:
    - Less than 10% of students ill:
        - School will continue to monitor the number of students with flu-like symptoms (as well as absenteeism due to flu-like illness) and report to public health weekly.
        - A letter will be sent out to parents, informing them that some students are sick, but that schools will remain open. This letter will also include tip sheets and information resource lists.
        - The media will be informed that schools continue to remain open until further notice.
        - Flu prevention signs will be posted on campus.
    - 10-29% of students ill:
        - The local health officer will issue an Epidemic Declaration Letter to schools.
        - Schools must monitor the number of students reporting flu-like symptoms daily, as well as the number of absences due to flu-like illness.
        - Public health must be informed daily of absenteeism.
        - A second letter will be sent out to notify parents of the increase in flu outbreak.
    - 30% or more of students ill:
        - The local health officer will issue a declaration and press release closing the schools.
        - Parents will receive a letter announcing the closure.
        - Any non-academic, extracurricular events will be cancelled.
    - Following the outbreak:
        - Modoc County Health Services will issue a declaration and press release regarding the re-opening of schools.

        - A letter will be sent to parents informing them of the date school will be re-opened.
        - School must continue to report to public health about absenteeism.
- Other important information:
    - The directive to close schools can come from the public health officer, school administrator or State Department of Education.
    - In case of pandemic flu outbreak, public health will establish an Emergency Operations Center, where agency representatives will be updated on the crisis situation.
    - The District superintendent will act as liaison between public health and the schools.

SUDDEN CARDIAC ARREST

In the case of sudden cardiac arrest, the coaches, athletic trainers and/or other authorized persons of MJUSD at the athletic activity or event will have access to at least one Automated External Defibrillator (AED) for the purpose of providing emergency care or treatment to students, spectators and other individuals in attendance.

- The District shall comply with all requirements of Health and Safety Code 1797.196 pertaining to any AED acquired by the District, including, but not limited to, regular maintenance and testing of the AED and the provision and posting of information regarding the proper use of the AED.
- The District shall have at least one AED for each District school and shall make the AEDs available to coaches, athletic trainers and/or authorized persons.
    - Alturas Elementary School: Main Office
    - Modoc Middle School: Main Office
    - Modoc High School: Gymnasium Foyer and Vice Principal's Office
    - For practices and competitions off site, the AEDs will be with the coaches
- In the case of sudden cardiac arrest:
    - The coach, athletic trainer and/or other authorized person shall:
        - Check on the status of the individual (consciousness, breathing, bleeding, etc.)
        - Announce the emergency to others in the immediate area
        - Activate EMS if deemed necessary by calling 9-1-1
        - Retrieve the nearest AED if victim is unconscious or exhibits other signs of cardiac distress, including:
            - Loss of consciousness
            - Chest pain
            - Shortness of breath
            - Tingling or numbness in the upper extremities
        - If the person is alone with an infant under one year of age that does not have a pulse, administer two minutes of CPR, then call 9-1-1
        - Notify administration on the appropriate radio channel
            - If unable to make contact via radio, call (530) 233-7201 and dial the appropriate extension
                - Alturas Elementary School ext 201
                - Modoc Middle School ext 301
                - Modoc High School ext 401
                - District Office ext 101

- For incidents that occur during the school day and during after-school care (7:30 a.m. – 6:00 p.m.), administration will initiate an all building page and radio notification that announce the emergency and location.
- For incidents that occur outdoors (such as athletic fields), after the school day (3:20 p.m.), coaches will initiate the Emergency Medical Response as described above. Coaches will notify administration.
- Provide CPR and AED aid as soon as possible if the individual is unresponsive, not breathing and has no heartbeat.
    - First AED shock should be within three (3) minutes of the person's crisis
- Provide appropriate care for any other emergency situation, such as: bleeding, anaphylactic reaction, asthma attack, seizure, etc.
- Communication:
    - Administration will coordinate resources:
        - Carry out an all school page to alert staff of the medical incident
        - Ensure the nurse, if available, has been notified and informed of medical details
        - Communicate with dispatch and responding medical assistance
        - Send radio equipped employees to meet and lead EMS
        - Notify parent/guardian of the situation, illness or injury and include the type of injury/illness, medical care being given and discuss appropriate medical facility if necessary

Incident Commander

The Incident Commander initiates the Incident Command System (ICS) by identifying themselves as the IC, announcing the location of the Command Post (CP) and recommended direction of travel for responders. The IC may be the site administrator, nurse or coach depending on the situation. Transfer of Incident Commander is possible upon agreement between parties.

- Debrief incident to include: Who will file the incident report, follow-up with family and review the incident response.
- An incident report will be filed that will detail the incident while considering patient confidentiality. Consult the nurse and/or the Director of Student Safety and Security if necessary.
- A nursing documentation will be completed if the incident involves a student or employee. This will be kept in the student's file. Documentation on the employee will be kept in their personnel file.

Strategies and Programs that Provide and Maintain a High Level of School Safety

Annual Notification to Staff, Parents/Guardians, and Other School Officials Related to the Safe Storage of Firearms

Firearms Safety - Annual Parent Notification

Annual Notification to School Officials as well as Classified and Certificated Employees to Notify Law Enforcement When They Observe Any Threat or Perceived Threat of a Homicidal Act - Staff Training Aligned with Staff Responsibilities

Annual staff training from local law enforcement includes:

- Identifying Students Who May Pose a Threat
- Threat Assessment and Management

School District Protocol for Dangerous or Unlawful Activities

Effective Since: January 1, 2024

Overview: Our school district has established a comprehensive response plan for dangerous, violent, or unlawful activities occurring at school, during school-sponsored activities, or on school buses, as required by Senate Bill 671.

1. Reporting and Assessment
    a. We have established clear and accessible channels for all members of our school community to report any dangerous, violent, or unlawful activities.
    b. Our trained staff promptly assess the credibility and severity of these reports to determine the appropriate response.
2. Immediate Response and Safety Measures
    a. In response to credible threats, we swiftly implement safety measures including lockdowns, evacuations, or shelter-in-place, tailored to the specific nature of the incident.
    b. Regular drills and training sessions ensure the staff and students are well-prepared for these procedures.
3. Coordination with Law Enforcement
    a. We maintain a strong partnership with local law enforcement agencies, ensuring immediate notification and coordinated response to incidents.

    b. Joint response plans have been developed with law enforcement for various types of threats.

4. Communication with Parents and Community

    a. Our communication plan enables us to inform parents and the community promptly and accurately during incidents, balancing transparency with confidentiality.

    b. We provide regular updates as situations evolve.

5. Support Services

    a. Counseling and support services are readily available for students and staff affected by incidents of violence or unlawful activities.

    b. We offer resources and referrals for additional assistance when needed.

6. Training for Staff and Students

    a. Our ongoing training programs for staff and students cover recognizing, reporting, and responding to dangerous situations, including conflict resolution and de-escalation techniques.

7. Review and Update Protocol

    a. We regularly review and update our protocol to align with current best practices and legal requirements.

    b. Feedback from staff, law enforcement, and community members is a vital part of our review process.

8. Prevention and Education

    a. Our educational programs focus on violence prevention, conflict resolution, and fostering a safe and respectful school environment.

    b. We actively engage students in creating a positive school culture that discourages violent or unlawful behavior.

Suicide Prevention Plan

Suicide is a significant public health challenge. According to the latest data, 4,323 Californians lost their lives to suicide in 2017. California's state suicide rate remains relatively stable, and rates are increasing in some communities. Striving toward no lives lost to suicide will require a dedicated and sustained effort to integrate practices known to prevent suicide into our education, justice, healthcare, and other systems and our communities. All Californians need to be vigilant - aware and responsive to the warning signs of suicide in their loved ones and even in themselves. There is hope. The evidence for effective suicide prevention practices is growing every day. The MJUSD comprehensive suicide prevention plan incorporates the latest information and evidence to guide state and local actions for benefit of all Californians and to save lives. Please use this link to view the plan:

https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030567&revid=xlpeYPGfRT3XMAr1xR3hdw==

Opioid Overdose Protocol

Effective Date: January 1, 2024

Purpose: To provide safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 12, in accordance with Senate Bill 10.

1. Identification of Overdose Signs
    a. All staff and students will be educated on recognizing signs of opioid overdose, which include:
        i. Loss of consciousness or unresponsiveness
        ii. Slow, shallow, or stopped breathing
        iii. Constricted (small) pupils
        iv. Choking or gurgling sounds
        v. Limp body
2. Immediate Response Procedures
    a. IN the event of a suspected opioid overdose:
        i. Immediately call 911
        ii. If trained, administer first aid
        iii. If available and permitted, administer naloxone

3. Naloxone Availability and Administration
    a. Naloxone kits will be stored in accessible, yet secure locations.
    b. Designated staff members will be trained in the administration of naloxone. Policy attached.
4. Training and Education
    a. Annual training for staff on opioid overdose recognition and response.
    b. Educational programs for students about the dangers of opioid misuse.
5. Emergency Contact and Post-Overdose Procedures
    a. Maintain up-to-date emergency contact information for all students.
    b. Establish post-overdose support, including counseling and referral to treatment.
6. Coordination with Local Health Authorities
    a. Coordinate response plans with local health departments and emergency services.
7. Regular Review and Update Protocol
    a. The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.
8. Communication Plan
    a. Regular communication of the protocol to staff, students, and parents.
    b. Ongoing awareness campaigns about opioid risks and preventions.

Confidentiality: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

Emergency Procedures for Students with Special Needs and School District Protocol for Adaptations for Pupils with Disabilities

Effective Since: January 1, 2024

Overview: In compliance with Senate Bill 323, our school district has integrated comprehensive adaptations into our disaster procedures to ensure accessibility and safety for pupils with disabilities. This initiative aligns with the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

1. Inclusion of Adaptations in Disaster Procedures
    a. All disaster response plans now include specific adaptations to accommodate the needs of pupils with various disabilities.
    b. These adaptations are designed to ensure that all evacuation, lockdown, and emergency response procedures are accessible to every student.
2. Collaboration with Special Education Experts
    a. We have collaborated with special education experts and disability advocates to develop and refine these adaptations.
    b. Regular training is provided to all staff members to familiarize them with the specific needs and appropriate responses for students with disabilities.
3. Annual Safety Plan Evaluation
    a. Our safety plans undergo an annual evaluation to ensure that they include effective and up-to-date adaptations for pupils with disabilities.
    b. This evaluation process involves feedback from teachers, parents, and disability experts.
4. Open Communication Channels
    a. We maintain open channels of communication for school employees, parents/guardians, educational rights holders, and pupils to raise concerns regarding individual students' ability to access disaster procedures.
    b. These concerns are promptly brought to the attention of the school principal for assessment and action.
5. Individualized Response Strategies

a. When a concern about an individual pupil's access to disaster procedures is validated, we develop and implement tailored strategies to address their specific needs.

b. These strategies are incorporated into the overall disaster response plan for the school.

6. Regular Drills and Accessibility Checks

    a. Drills incorporating these adaptations are conducted regularly to ensure that all students, including those with disabilities, can participate effectively.

    b. Accessibility checks are a routine part of these drills to identify and rectify any gaps in our response plans.

7. Continuous Improvement and Updating

    a. Our protocols for pupils with disabilities are subject to continuous review and improvements to adapt to changing needs and feedback.

    b. We stay informed about advancements in accessibility and emergency response to ensure our practices are up to date.

Note: The integration of these adaptations into our disaster procedures reflects our commitment to the safety and inclusivity of all students. We recognize the importance of addressing the unique needs of pupils with disabilities in emergency situations and are dedicated to ensuring that our safety plans are comprehensive, effective and inclusive. Our approach involves ongoing collaboration with the community, experts, and stakeholders to provide a safe and supportive learning environment for every student. The Principal is responsible for identifying all students who will require additional assistance working with the designated certificated staff (classroom teachers) and to ensure that coverage and a plan is completed for each student.

Regulation 5141.21: Administering Medication And Monitoring Health Conditions Status: ADOPTED

Original Adopted Date: 02/11/2020

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

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

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

(cf. 5141.23 - Asthma Management)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

(cf. 5145.6 - Parental Notifications)

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

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.

2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Submitting the parent/guardian written statement and the authorized health care provider's written statements each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)

2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician, and updating the information when needed. (Education Code 49480)

3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student

2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication

3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration

4. Contain an acknowledgment that the parent/guardian understands the responsibilities to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment

5. Contain an acknowledgment that the parent/guardian understands the right to terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that the student be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration

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

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to child the student, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation

2. That the individual is permitted to be on the school site

3. Any limitations on the individual's authority

Health Care Provider Statement

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed

to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)

2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)

3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)

4. If a parent/guardian has requested that the student be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)

5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)

6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation

7. Possible side effects of the medication

8. Name, address, telephone number, and signature of the student's authorized health care provider

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and Spanish, and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

District Responsibilities

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement

2. Accept delivery of medications from parents/guardians and count and record them upon receipt

3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and note on the list the type of medication and the times and dosage to be administered

4. Maintain for each student a medication log which may:

a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information

b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication

5. Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student

6. Ensure that student confidentiality is appropriately maintained

(cf. 5125 - Student Records)

7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related

activities

(cf. 5148.2 - Before/After School Programs)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

8. Report to a student's parent/guardian and the site administrator any refusal by the student to take the medication

9. Keep all medication to be administered by the district in a locked drawer or cabinet

10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects

11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose

12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances

13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance

14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector,

unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition,

epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

(cf. 3290 - Gifts, Grants and Bequests)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

(cf. 3580 - District Records)

Emergency Medication for Opioid Overdose

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee may designate one or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3)

A school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator shall obtain a prescription for naloxone hydrochloride or another opioid antagonist for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers

administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxonehydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

Exhibit 4040-E(t): Employee Use Of Technology

Status: ADOPTED

Original Adopted Date: 11/12/2024 I Last Reviewed Date: 11/12/2024

ACCEPTABLE USE AGREEMENT
AND RELEASE OF DISTRICT FROM LIABILITY (EMPLOYEES)

The Modoc Joint Unified School District authorizes district employees to use district technology, as defined in Board Policy 4040 - Employee Use of Technology. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason.

The district expects all employees to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that employees may access through the system. However, the district shall not prevent or restrict access to an employee's mobile or other communications device(s) if there is a need to seek emergency assistance, assess the safety of a situation, or communicate with a person to confirm the person's safety.

The district makes no guarantee that the functions or services provided by or through the district will be without defect. In addition, the district is not responsible for financial obligations arising from unauthorized use, or misuse, of the system.

Each employee who is authorized to use district technology shall sign this Agreement, which indicates that the employee has read and understands this Agreement and Board Policy 4040 - Employee Use of Technology.

Employee Obligations and Responsibilities

Employees are expected to use district technology safely, responsibly, and primarily for work-related purposes and in accordance with the accompanying board policy and applicable copyright laws. Any incidental personal use of district technology shall not interfere with district business and operations, the work and productivity of any district employee, or the safety and security of district technology. The district is not responsible for any loss or damage incurred by an employee as a result of the employee's personal use of district technology.

The employee in whose name district technology is issued is responsible for its proper use at all times. Employees shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Employees shall not gain unauthorized access to the files or equipment of others, access electronic resources by using another person's name or electronic identification, or send anonymous electronic communications. Furthermore, employees shall not attempt to access any data, documents, emails, or programs in the district's system for which they do not have authorization.

Employees are prohibited from using district technology for improper purposes, including, but not limited to, use of district technology to:

1. Access, post, display, create, or otherwise use material that is discriminatory, defamatory, obscene, sexually explicit, harassing, intimidating, threatening, or disruptive

2. Disclose or in any way cause to be disclosed confidential or sensitive district, employee, or student information without prior authorization from a supervisor, including sharing confidential information or personally identifiable information with an open artificial intelligence system

3. Engage in personal commercial or other for-profit activities without permission of the Superintendent or designee

4. Engage in unlawful use of district technology for political lobbying

5. **Infringe on copyright, license, trademark, patent, or other intellectual property rights**
6. Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission, changing settings on shared computers)
7. Install unauthorized software
8. Engage in or promote unethical practices or violate any law or board policy, administrative regulation, or district practice

Privacy

Since the use of district technology is intended for use in conducting district business, no employee should have any expectation of privacy in any use of district technology.

The district reserves the right to monitor and record all use of district technology, including, but not limited to, access to the Internet or social media, Internet searches, browsing history, use of artificial intelligence, communications sent or received from district technology, or other uses within the jurisdiction of the district. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Employees should be aware that, in most instances, their use of district technology (such as web searches or emails) cannot be erased or deleted.

All passwords created for or used on any district technology are the sole property of the district. The creation or use of a password by an employee on district technology does not create a reasonable expectation of privacy.

Personally Owned Devices

If an employee uses a personally owned device to access district technology or conduct district business, the employee shall abide by all applicable board policies, administrative regulations, and this Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Records

Any electronically stored information generated or received by an employee which constitutes a district or student record shall be classified, retained, and destroyed in accordance with Board Policy/Administrative Regulation 3580 - District Records, Board Policy/Administrative Regulation 5125 - Student Records, or other applicable policies and regulations addressing the retention of district or student records.

Reporting

If an employee becomes aware of any security problem (including, but not limited to, a cyberattack, phishing, or any compromise of the confidentiality of any login or account information), or misuse of district technology, the employee shall immediately report such information to the Superintendent or designee.

Consequences for Violation

Violations of the law, board policy, or this Agreement may result in revocation of an employee's access to district technology and/or discipline, up to and including termination. In addition, violations of the law, board policy, or this agreement may be reported to law enforcement agencies as appropriate.

Employee Acknowledgment

I have received, read, understand, and agree to abide by this Agreement, Board Policy 4040 - Employee Use of Technology, and other applicable laws and district policies and regulations governing the use of district technology. I understand that there is no expectation of privacy when using district technology or when my personal electronic devices use district technology. I further understand that any violation may result in revocation of user privileges, disciplinary action, and/or appropriate legal action.

I hereby release the district, its personnel, and the Governing Board from any and all claims and damages arising from my use of district technology or from the failure of any technology protection measures employed by the district.

Policy 6163.4: Student Use Of Technology

Status: ADOPTED

Original Adopted Date: 10/12/2010 | **Last Revised Date:** 11/12/2024 | **Last Reviewed Date:** 11/12/2024

The Governing Board believes that effective use of technology is integral to the education and development of students. In order to promote digital citizenship, the Board recognizes that students must have access to the latest digital tools and receive instruction that allows students to positively engage with technology in ways that respect human rights and avoids Internet dangers. Technological resources provided to students, including technology based on artificial intelligence (AI), shall be aligned to district goals, objectives, and academic standards. The use of technology shall augment the use of Board adopted instructional materials.

The Board intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. Students shall be allowed to use such technology, including AI technology, in accordance with district policies, including, but not limited to, policies on academic honesty, data privacy, nondiscrimination, and copyright protections. All students using these resources shall receive instruction in the proper and appropriate use of technology. Such instruction shall incorporate students' responsibilities regarding academic honesty, honoring copyright provisions, assessing the reliability and accuracy of information, protecting personal data, and the potential for biases and errors in artificially generated content.

District technology includes, but is not limited to, computer hardware. software, or software as a service provided or paid for by the district, whether accessed on or off site or through district-owned or personally owned equipment or devices, including tablets and laptops; computer servers, wireless access points (routers), and wireless computer networking technology (wi-fi}; the Internet; email; applications {apps), including AI apps; telephones, cellular telephones, smartphones, smart devices. and wearable technology; or any wireless communication device, including radios.

Teachers, administrators, and/or library media specialists are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district technology, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with this board policy and the district's Acceptable Use Agreement.

Before a student is authorized to use district technology, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement. In that agreement, the student and parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless the district and district staff for any damages or *costs* incurred.

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that the use of district technology, as defined above, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in the use of district technology. Students' personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

The Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any district student in accordance with Education Code 49073.6 and Board Policy/Administrative Regulation 5125 - Student Records.

Whenever a student is found to have violated board policy or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and board policy.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using district technology and to help ensure that the district adapts to changing technologies and circumstances.

Internet Safety

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 7131; 47 USC 254; 47 CFR 54.520)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

The district's Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs

2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking"

3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

The Superintendent or designee shall regularly review current guidance regarding cybersecurity, data privacy, and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, the monitoring and response to cyberattacks, ensuring data privacy, and monitoring suspicious and/or threatening digital media content, in accordance with Board Policy 5125 - Student Records.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one's own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Regulation 5131.2: Bullying

Status: ADOPTED

Orfglnal Adopted Date: 09/10/2019 I **Last Reviewed Date:** 09/10/2019

Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a posifo(e, collaborative school climate

2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.
The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)
If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

BOARD APPROVED

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Modoc Joint Unified School District: Instructional Continuity Plan (ICP)

Introduction

Modoc Joint Unified School District (MJUSD) is committed to providing continuous access to high-quality instruction for all students, even during natural disasters or emergencies. This Instructional Continuity Plan (ICP) outlines MJUSD's strategy for ensuring instructional services are sustained in the event of a disruption, in alignment with Senate Bill 153 (SB 153), Chapter 38, Statutes of 2024. This plan is an integral part of the Comprehensive School Safety Plan {CSSP) and will be adopted to ensure uninterrupted educational opportunities for all students, regardless of the situation.

In response to SB 153, the ICP will address the need for a rapid recovery of instructional services within 10 instructional days of an emergency. The plan emphasizes communication, equity, and access to both in-person and remote learning modalities, supporting the academic, social-emotional, and mental health needs of our students.

This document will be reviewed annually to ensure its continued relevance, effectiveness, and compliance with state requirements.

Communication Protocols

A. Two-Way Communication with Students and Families

MJUSD recognizes the importance of maintaining clear, consistent communication with families and students following an emergency. The district will engage with students and families no later than five calendar days after an emergency to ensure timely updates on instructional plans and student needs.

Communication channels include:

- Automated email and phone calls
- Email updates via MJUSD-provided email addresses.
- MJUSD's website, https://www.modoc.k12.ca.us/, where students and families can access updates and resources.
- Updates on MJUSD's website and Facebook.
- Flyers distributed through available community centers, local businesses, and posted at key public areas.

Additionally, the district will use video updates and community engagement tools, such as online meetings or webinars, to maintain clear communication.

B. Supporting Students' Social-Emotional, Mental Health, and Academic Needs

To ensure that students' social-emotional and mental health needs are met, MJUSD may deploy counselors, school psychologists, Wellness Coaches and other staff members to provide support. MJUSD may:

- Use online platforms to schedule virtual check-ins and counseling sessions for affected students.
- Provide resources and referrals to community-based mental health services as necessary.
- Ensure all communication fosters emotional well-being and encourages families to seek support when needed.

Plan for Access to In-Person or Remote Instruction

A. Instructional Continuity Post-Emergency

MJUSD is committed to ensuring that instructional activities resume within 10 instructional days of an emergency. Depending on the nature of the emergency, MJUSD will offer either in-person or remote instruction.

In-Person Instruction

If it is possible to resume in-person instruction:

- Affected schools will temporarily reassign students to nearby school sites, including neighboring districts or county offices of education if necessary.
- Transportation will be arranged for students needing assistance to access alternative school sites.

Required Conditions to Return to Site-Based, In-Person Instruction

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality (below 100 AQI indoors)
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines and/or phone lines are connected and functioning

• Kitchens up and running for meals

Remote Instruction

If it is not feasible to immediately resume in-person instruction, MJUSD may implement remote learning using the following modalities:

• Online Platforms: Instruction may be conducted through Google Classroom, online meeting platform, and other educational platforms that support virtual learning.

• Access to Learning Materials: For students without internet access, MJUSD may order and provide hotspots as needed. If hotspots cannot be used to allow for virtual instruction, printed assignments will be distributed to families by mail or at designated school locations.

8. Access to Instructional Materials

MJUSD will ensure that students have access to necessary instructional materials, both in-person and remotely:

• Online Resources: Digital resources and assignments will be available through MJUSD's digital platforms.

• Printed Materials: In the case of limited internet access, MJUSD will provide hotspots. If hotspots cannot be used by a student to allow for daily synchronous instruction, printed assignments will be distributed to families by mail or at designated school locations.

Remote Instruction Plan Alignment

A. Independent Study Compliance

MJUSD will ensure that remote instruction complies with California Education Code Sections 51747 and 51749.5 governing independent study. MJUSD will follow the appropriate guidelines to offer flexible learning opportunities, ensuring equity and access for all students, including:

• Students with disabilities

• English learners (EL)

• Foster youth and homeless students

8. Instructional Standards

Remote learning will meet or exceed the standards of independent study programs and will include:

• When possible daily synchronous and asynchronous instruction based on grade level.

• Formative assessments to measure progress.

• Ongoing communication between students, parents, and teachers.

Support for Displaced Students

In the event that students must be temporarily reassigned to another educational agency (LEA) due to an emergency, MJUSD may:

- Coordinate with neighboring districts, county offices of education, and charter schools to ensure educational services are available.
- Ensure that displaced students' residency requirements are adjusted to allow access to instruction, in compliance with SB 153.
- Provide academic, social-emotional, and mental health support to students during the period of reassignment.

Technology and Device Distribution

MJUSD will ensure all students have access to devices necessary for remote instruction:

- The district will distribute Chromebooks, tablets, and/or Wi-Fi hotspots to students who need them.
- The district will stockpile devices to replace any damaged or lost during an emergency.

Instruction and Assessment

A. *Prioritization of Learning*

MJUSD will focus on the most essential learning objectives and standards to ensure that students meet academic goals, even during disruptions. Teachers will adjust their instruction to accommodate:

- Essential learning priorities, ensuring that students remain on track to meet grade-level standards.
- Formative assessments (e.g. quizzes, virtual check-ins) to gauge student understanding and make adjustments to instruction as necessary.

B. Academic Support

MJUSD will provide additional academic support as needed:

- Virtual office hours for student check-ins.
- Virtual tutoring services for additional support.
- Supplemental materials to reinforce learning at home.

Equity and Access for All Students

A. Special Education

MJUSD is committed to ensuring that all students, including those with disabilities, have access to appropriate accommodations and services:

- Individualized Education Plans (IEPs) will be followed to ensure continuity of services.
- Virtual therapy sessions and online support will be provided for students receiving special education services.

B. English learners {El} and At-Risk Students

MJUSD will ensure equitable access to instruction for all students, particularly those in vulnerable groups:

- Provide language support and instructional materials in both English and the students' primary languages when available.
- Maintain consistent communication with foster youth, students experiencing homelessness, and other at-risk students to ensure their needs are met during emergencies.

Professional Development for Educators

To ensure that teachers and staff are fully prepared to pivot to remote instruction when necessary, MJUSD will:

- Offer training on online teaching platforms as needed.
- Provide professional development focused on digital learning strategies, virtual classroom management, and remote assessment techniques.
- Ensure that teachers are comfortable using technology and teaching in hybrid or remote settings.

Mental Health and Well-Being

A. Social-Emotional Support

MJUSD recognizes that the emotional well-being of students is paramount. In the event of an emergency, MJUSD will:

- Provide access to mental health professionals, counselors and wellness coaches through online platforms.
- Conduct virtual group therapy sessions and check-ins to support student emotional health.

B. Physical Health and Wellness

MJUSD will ensure that students have access to health and wellness resources:

- Provide information on how to maintain a healthy lifestyle during disruptions.
- Ensure that students in need of medical supplies or medications have access to resources.

Review and Evaluation

MJUSD will regularly review and evaluate the Instructional Continuity Plan:

- Conduct annual evaluations of the plan's effectiveness.
- Gather feedback from students, staff, and families to improve the plan.
- Update the plan as necessary to ensure it remains current and effective.

Conclusion

MJUSD remains committed to ensuring that all students have the opportunity to continue learning, even in the face of natural disasters or emergencies. This Instructional Continuity Plan (ICP), integrated with our Comprehensive School Safety Plan (CSSP), provides a clear roadmap for maintaining instructional services, supporting student well-being, and ensuring equitable access to education during times of crisis. By engaging with our community and utilizing available resources, MJUSD aims to minimize disruptions and help our students continue to thrive, no matter the circumstances.