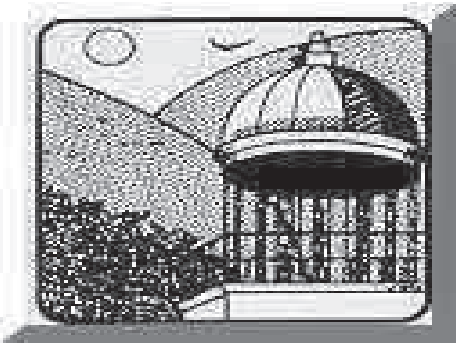


El Tejon Unified School District
BOARD OF TRUSTEES
4337 Lebec Road, Lebec, CA 93243
PH: 248-6247 FAX: 248-6714

Stephanie Pope, President
Patrice Barnes, Clerk, Deborah Turner, Trustee,
Cindy McNatt, Trustee, Tommy Hastings

BOARD OF TRUSTEES
REGULAR BOARD MEETING
Wednesday, February 11, 2026
Frazier Park School Room 1
3149 San Carlos Trail, Frazier Park, CA 93225

CLOSED SESSION:	**6:00 p.m.**	**FPS Room 1**
OPEN SESSION:	**6:30 p.m.**	**FPS Room 1**

AGENDA

Agendas are posted at the El Tejon Unified School district at least 72 hours prior to each meeting as well as at each school site. Any materials required by law to be made available to the public prior to the meeting of the Board of Trustees of the El Tejon Unified School District can be inspected at the following address between the hours of 7:30 a.m. to 3:30 p.m., Monday through Friday: El Tejon Unified School District, 4337 Lebec Road, Lebec, CA 93243.

SPECIAL NEEDS ACCOMMODATIONS

Assistive listening devices, agenda in Braille and/or alternate formats are available upon request. American Sign Language (ASL) interpreters, other auxiliary aids and services, or reasonable modifications to Board meeting policies and/or procedures, such as to assist members of the disability community who would like to request a disability-related accommodation in addressing the Board, are available if requested at least three business days prior to the Board meeting. Later requests will be accommodated to the extent feasible. Please contact the Superintendent's Office, El Tejon Unified School District at 661-248-6247 from 7:30 a.m. to 3:30 p.m., Monday through Friday (Government Code 54954.2).

HEARING OF INDIVIDUALS ON AGENDA ITEMS

Members of the public shall have an opportunity to address the Board of Trustees either before or during the Board's consideration of each item of business to be discussed at regular or special board meetings. Each member of the public wishing to speak must fill out a "Request to Address the Board Regarding Items on the Agenda" (blue card) prior to the start of the meeting. The presiding officer must first recognize each person who addresses the Board.

Call to Order – Time: _____

MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

ADJOURNMENT TO CLOSED SESSION – Time _____

MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

1. **Employment Recommendations Classified:**

   A. **Employ Transitional Kindergarten (TK) Instructional Aide, Frazier Park School.**
   B. **Employ Yard Duty Aide, El Tejon School.**

MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

2. **Employment Recommendations, Certificated:**
   A. **Accept Resignation, Teacher, SDC, Frazier Park School.**
   B. **Accept Resignation, Teacher, Special Education, Frazier Park School.**

MOTION_____SECOND_____AYES_____NAYES_____ABSENT_____

3. **Public Employee Discipline/Dismissal/Release.**
   Discussion and possible action on Superintendent's recommendation that Notice of Expiration of Non-reelction be given to one or more temporary certificated employees. (Education Code § 44929.21)

MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

4. **Public Employee Discipline/Dismissal/Release.**
   Discussion and possible action on Superintendent's recommendation that Notice of Expiration of Non-reelction be given to one or more provisionally or emergency credentialed probationary certificated employees. (Education Code § 44929.21)

MOTION_____SECOND_____ AYES_____NAYES_____ABSENT____

5. **Review and possible action, Public Employee Discipline/Dismissal/Release/Reassignment Per (Government Code § 44929.21)**

MOTION_____SECOND_____ AYES_____NAYES_____ABSENT____

6. **Conference with Labor Negotiator, Sara Haflich, ETTA, CSEA and Unrepresented Employees Per (G. C. § 54957.6)**

MOTION_____SECOND_____ AYES_____NAYES_____ABSENT____

ADJOURNMENT FROM CLOSED SESSION – Time _____

MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

RECONVENING IN OPEN SESSION – Time _____

MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

FLAG SALUTE

PUBLIC PRESENTATIONS

Members of the public shall have an opportunity to address the Board of Trustees either before or during the Board's consideration of each item of business to be discussed at regular or special board meetings. The time allotted shall be limited to 3 minutes. This time may be used to address any item on the agenda, or any matter of concern within the jurisdiction of the El Tejon Unified School District. Each person who addresses the Board must be first recognized by the presiding officer.

If a member of the public initiates specific complaints or charges against an employee(s), the Board president shall inform the complainant of the appropriate complaint procedure.

The Board and staff are not obligated to comment on, or respond to, addresses by the public.

PUBLIC COMMENT

REVISION/ADOPTION/ORDERING OF AGENDA
MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

REPORT FROM CLOSED SESSION
Closed session report, if required.

REPORTS AND PRESENTATIONS
A. El Tejon School Update - Corey Hansen
B. El Tejon Teachers Association (ETTA) – (Ann Coyle, President)
C. California School Employee Association #552 – (Darla Davis, President)
D. Trustee's Reports

APPROVAL OF MINUTES
Approval of Minutes from Regular Board Meeting of January 14, 2026.
MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

SUPERINTENDENT'S REPORT
1. SISC Investment Pool Statement, Quarter Ending September 30, 2025
2. District Enrollment – in packet
3. Field Trips 37 Approved
4. Staff of the Month – FPS – , ETS - , FMHS – , ETUSD - .
5. Other Items

ITEMS FOR DISCUSSION AND ACTION

Business Items

A. Approval of Frazier Mountain High School Comprehensive School Safety Plan for 2025-2026.
MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

B. Approval of Frazier Park School Comprehensive School Safety Plan for 2025-2026.
MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

C. Approval of El Tejon School Comprehensive School Safety Plan for 2025-2026.
MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

Personnel Items

D. Consideration and Approval of Memorandum of Understanding, MOU, between El Tejon Unified School District, ETUSD and Stori Johnson to provide Sewing and Home Economic instruction to students at Frazier Mountain High School.
MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

Board Items

E. Consideration and approval of two (2) Candidates for CSBA's Delegate Assembly from Subregion 12-B (Kern).
MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

F. Consideration and Approval of overnight field trip to Ontario Convention Center, Ontario, CA for El Tejon School FFA Leadership Conference.
MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

G. Consideration and Approval of overnight field trip to Ontario Convention Center, Ontario, CA for Frazier Mountain High School FFA Leadership Conference.
MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

H. Consideration and Approval of overnight field trip to UC Davis for Frazier Mountain High School FFA for Career Development.
MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

I. January 2026 Special Board Policy Updates: BP/AR 0450 Comprehensive Safety Plan, BP/AR 1340 Access to District Records, BP/AR 1445 Response to Immigration Enforcement, BP/AR 5125 Student Records, BP/AR 5125.1 Release of Directory Information, Exhibit 5125.1 E(1) Release of Directory Information, First Reading.
MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

CONSENT AGENDA
Items required by law and/or items in Accordance.
With the District Administrative Code and/or Education Code
Items J-J

J. Approval of B warrant batches for 2025-26 #044 for $61,646.89, #0045 for $53,570.94, #0046 for $78,122.34, #0047 for $4,800.00, #0048 for $37.302.01, #0049 for $63,036.65, #0050 for $6,757.94, #0051 for $38,431.66, #0052 for $14,286.00,

Approval of Consent Agenda.
MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

ADJOURNMENT – Time: _____
MOTION_____SECOND_____ AYES_____NAYES_____ABSENT_____

EL TEJON UNIFIED
SCHOOL DISTRICT
ENROLLMENT

2/3/2026

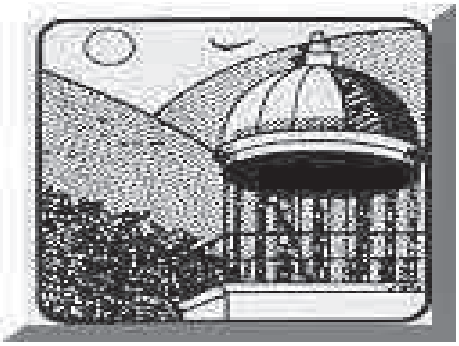
SCHOOL	SDC	TK *	KDG	1	2	3	4	5	6	7	8	9	10	11	12	INDEP.	TOTAL	LAST MONTH	LAST YEAR
Frazier Park	14	21	43	41	49	37	40										245	243	244
El Tejon	11							49	50	54	55					3	222	223	223
Frazier Mountain High	6											63	63	44	46	35	257	256	241

Total	Last Month Total	Last Year Total
722	708	708

EL TEJON UNIFIED SCHOOL DISTRICT

2025-26 FEBRUARY APPROVED FIELD TRIPS

Date	# of Students	School Site	Location	City	Event	Contact Person	Approved	Board Mtg	
3/21-3/24/2026	9	ETS	Delta Hotels/Ontario Convention Ctr	Ontario	FFA Leadership	Hansen		2/11/2026	Overnight trip, requires board approval
1/12/2026	75	ETS	Taft Fox Theater	Tafft	Attendance Award	Farewell	1/9/2026	2/11/2026	
1/14/2026	27	ETS	Fairfax Jr. High	Bakersfield	Sports	Stewart	1/9/2026	2/11/2026	
1/15/2026	9	ETS	CSUB	Bakersfield	Leadership	Hansen	1/9/2026	2/11/2026	
1/15/2026	40	FMHS	Mojave HS	Mojave	Boys & Girls Soccer	Raymond	1/9/2026	2/11/2026	
1/16/2026	40	FMHS	The Broad Museum	Los Angeles	Art & Media	Ellis	10/28/2025	2/11/2026	
1/20/2026	40	FMHS	Mammoth HS	Mammoth Lakes	Boys & Girls Soccer	Raymond	1/16/2026	2/11/2026	
1/21/2026	18	ETS	Greenfield School	Bakersfield	Basketball	Stewart	1/16/2026	2/11/2026	
1/22/2026	75	ETS	Fox Theater	Taft	Attendance Award	Farewell	1/16/2026	2/11/2026	
1/23/2026	20	FMHS	Desert High	Mojave	Basketball	Raymond		2/11/2026	
~~1/23/2026~~		~~ETS~~	~~Jacobsen JS~~					~~2/11/2026~~	~~Canceled~~
1/24/2026	9	FMHS	Frontier HS	Bakersfield	Public Speaking	Bizzini	1/16/2026	2/11/2026	
1/26/2026	66	FMHS	Natural History Museum	Los Angeles	Biology, 10th Grade	Zimm	1/16/2026	2/11/2026	
1/27/2026	9	ETS	Ontario Christian HS	Ontario	Basketball	Jansen	1/16/2026	2/11/2026	
1/27/2026	40	FMHS	Bishop High School	Bishop	Boys & Girls Soccer	Raymond	1/16/2026	2/11/2026	
1/28/2026	18	ETS	Greenfield School	Greenfield JHS	Basketball	Stewart	1/16/2026	2/11/2026	
1/29/2026	40	FMHS	Rosamond HS	Rosamond HS	Boys & Girls Soccer	Raymond	1/16/2026	2/11/2026	
1/29/2026	55	ETS	Sunset	Sunset School	Sports	Stewart	1/16/2026	2/11/2026	
1/30/2026	30	ETS	Knotts	Buena Park	Leadership Event	Hansen	1/16/2026	2/11/2026	
1/30/2026	30	ETS	Dignity Health Arena	Bakersfield	Science	Hansen	1/16/2026	2/11/2026	
2/2/2026	27	ETS	Mountain View School	Lamont	Basketball	Stewart	1/16/2026	2/11/2026	
2/2/2026	8	FMHS	Cielo Banquet Hall	Sun Valley	ASB	Spann	1/30/2026	2/11/2026	
2/3/2026	20	FMHS	Cal City HS	California City	Boys/Girls Basketball	Raymond	1/16/2026	2/11/2026	
2/4/2026	18	ETS	Rio Bravo Greeley	Bakersfield	Sports	Stewart	1/16/2026	2/11/2026	
2/5/2026	40	FMHS	Kern Valley HS	Lake Isabella	Soccer	Raymond	1/16/2026	2/11/2026	
2/5/2026	4	FMHS	Fresno City College	Fresno	Welding/Careers	Bizzini	1/16/2026	2/11/2026	
2/6/2026	25	FMHS	Char Tec	Bakersfield	Ent Acad Jrs	Crane	1/16/2026	2/11/2026	
2/6/2026	27	ETS	Ca Aeronautical Univ	Bakersfield	CTE	Oliver	1/16/2026	2/11/2026	
2/10/2026	27	ETS	World Ag Expo	Tulare	FFA	Oliver	1/16/2026	2/11/2026	
2/10/2026	20	FMHS	Boron High School	Boron	Boys/Girls Basketball	Raymond	1/16/2026	2/11/2026	
2/11/2026	18	ETS	Rio Bravo Greeley	Bakersfield	Basketball	Stewart	1/16/2026	2/11/2026	
2/12/2026	45	FMHS	World Ag Expo	Tulare	Ag Careers	Bizzini	1/16/2026	2/11/2026	
2/12/2026	45	ETS	Standard MS	Bakersfield	Basketball	Stewart	1/16/2026	2/11/2026	
2/13/2026	~30	FMHS	Norton Simon Museum	Pasadena	Art Club	Ellis	1/16/2026	2/11/2026	
2/14/2026	8	ETS	Allan Hancock College	Santa Maria	FFA - Career Readiness	Oliver	1/16/2026	2/11/2026	
3/5-3/7/2026	9	FMHS	UC Davis	Davis	FFA Career development	Bizzini		2/11/2026	Overnight trip, requires board approval
3/21-3/24/2026	13	FMHS	Ontario Convention Center	Ontario	Leadership & Career Conference	Bizzini		2/11/2026	Overnight trip, requires board approval



El Tejon Unified School District
BOARD OF TRUSTEES
4337 Lebec Road, Lebec, CA 93243
PH: 248-6247 FAX: 248-6714

Stephanie Pope, President
Patrice Barnes, Clerk, Deborah Turner, Trustee,
Cindy McNatt, Trustee, Tommy Hastings

BOARD OF TRUSTEES
REGULAR BOARD MEETING
Wednesday, January 14, 2026
Frazier Park School Room 1
3149 San Carlos Trail, Frazier Park, CA 93225

CLOSED SESSION:	**6:15 p.m.**	**FPS Room 1**
OPEN SESSION:	**6:30 p.m.**	**FPS Room 1**

OFFICIAL MINUTES

The January 14, 2026 Regular Board Meeting of the Board of Trustees of the El Tejon Unified School District was called to order at 6:15 p.m. by Trustee Barnes. Trustee McNatt moved, seconded by Trustee Hastings in Room 1 at 3149 San Carlos Trail, Frazier Park, CA 93225.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

PUBLIC COMMENT

No Blue Cards were presented for Closed Session.

ADJOURNMENT TO CLOSED SESSION

Trustee McNatt moved, Trustee Hastings seconded adjournment to closed session at 6:15 p.m.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

ADJOURNMENT FROM CLOSED SESSION

Trustee McNatt moved, Trustee Hastings seconded adjournment from Closed session at 6:32 p.m.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

RECONVENING IN OPEN SESSION

Trustee McNatt moved, Trustee Hastings seconded reconvening in open session at 6:32 p.m.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

REVISION/ADOPTION/ORDERING OF AGENDA

Trustee McNatt moved, Trustee Hastings seconded adoption of agenda as presented.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

REPORT FROM CLOSED SESSION –
One Inter-District Transfer Denied, All Employment recommendations - Approved.

1. Consideration and Approval of Inter-district Transfer #26-29.
Trustee Hastings moved, Trustee McNatt seconded **denial** of inter-district transfer #26-29.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

2. Employment Recommendations, Classified:
- **A. Employ Student Success Facilitator, El Tejon School (Rachelle Roldan)**
- **B. Employ Health Aide, El Tejon School. (Raegan Smith Gray**
- **C. Employ Special Education Aide, El Tejon School. (Angella Alpuche)**
- **D. Employ Special Education Aide, El Tejon School. (Paula Caldera)**

Trustee McNatt moved, Trustee Hastings seconded approval of Employment Recommendations, Classified.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

PUBLIC COMMENT
No Blue Cards were presented.

REPORTS AND PRESENTATIONS
A. LCAP Mid-Year and Dashboard Review - Sara Haflich
B. Association (ETTA) – (Ann Coyle, President) – Ann thanked Sara for lunch, ELOP, Music & Games. She also spoke briefly about upcoming negotiations.
C. California School Employee Association #552 – (Darla Davis, President) - John McNatt spoke on behalf of Darla Davis. He said in the union meeting they discussed "Have a Heart", an upcoming breakfast event for CSEA Chapter officers in Bakersfield. Thanked Sara for lunch.

Trustee's Reports
- Tommy Hastings said that our district and community has awesome people
- Cindy McNatt likes the write-ups about our schools in the newspaper.

APPROVAL OF MINUTES
Trustee McNatt moved, Trustee Hastings seconded Approval of Regular Board Meeting Minutes, December 10, 2025.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

SUPERINTENDENT'S REPORT
1. District Enrollment – in packet
2. Field Trips 13 Approved
3. Staff of the Month FPS – Linda Thomason, ETS – Debbie Ford, FMHS - Annie Hill, ETUSD - Shanda Thomason
4. Other Items – Sara gave an update on the TJ building, Lewis Vars's letter, the need for a geological survey due to the fault conditions in our area. Construction should start in March 2026. She also talked about Telehealth is up and running. Our audit was at 10% and our CHP inspection result was excellent.

ITEMS FOR DISCUSSION AND ACTION

Business Items

A. Consideration and Approval of E-Rate Contract for purchase and installation of Back-up Batteries for ETUSD Information Systems.
Trustee McNatt moved, Trustee Hastings seconded to approve E-Rate Contract for purchase and installation of Back-up Batteries for ETUSD Information Systems.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

B. Acceptance of the El Tejon Unified School District, ETUSD Audit Report for Year Ending June 30, 2025.
Trustee McNatt moved, Trustee Hastings seconded to approve El Tejon Unified School District, ETUSD Audit Report for Year Ending June 30, 2025.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

C. Consideration and Approval of 09-Construction Agreement between El Tejon Unified School District and Class Leasing LLC for the construction of the New Modular Transitional Kindergarten (TK) building at Frazier Park School.
Trustee McNatt moved, Trustee Hastings seconded to approve 09-Construction Agreement between El Tejon Unified School District and Class Leasing LLC for the construction of the New Modular Transitional Kindergarten (TK) building at Frazier Park School.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

D. Approval of Sales Agreement between El Tejon Unified School District, ETUSD and A-Z Bus Sales for the Purchase of 2 new EV buses.
Trustee McNatt moved, Trustee Hastings seconded to approve Sales Agreement between El Tejon Unified School District, ETUSD and A-Z Bus Sales for the Purchase of 2 new EV buses.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

E. Approval of Resolution #26-08, Contingent Tax Liability.
Trustee McNatt moved, Trustee Hastings seconded to approve Resolution #26-08, Contingent Tax Liability.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

F. Approval of School Accountability Report Card, SARC, Frazier Park School.
Trustee McNatt moved, Trustee Hastings seconded to approve School Accountability Report Card, SARC, Frazier Park School.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

G. Approval of School Accountability Report Card, SARC, El Tejon School.
Trustee McNatt moved, Trustee Hastings seconded to approve School Accountability Report Card, SARC, El Tejon School.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

H. Approval of School Accountability Report Card, SARC, Frazier Mountain High School.
Trustee McNatt moved, Trustee Hastings seconded to approve School Accountability Report Card, SARC, Frazier Mountain High School.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

Board Items

I. Approval Overnight Field Trip to Visalia Convention Center for Frazier Mountain High School FFA Leadership. Attendance at this event is necessary for grant.
Trustee McNatt moved, Trustee Hastings seconded to approve Overnight Field Trip to Visalia Convention Center for Frazier Mountain High School FFA Leadership. Attendance at this event is necessary for grant.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

J. Approval Overnight Field Trip to Disneyland for El Tejon School and Frazier Mountain High School Student Voice Ambassadors for leadership training.
Trustee McNatt moved, Trustee Hastings seconded to approve Overnight Field Trip to Disneyland for El Tejon School and Frazier Mountain High School Student Voice Ambassadors for leadership training.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

CONSENT AGENDA
Items required by law and/or items in Accordance.
With the District Administrative Code and/or Education Code
Items K-L

K. November Board Policy Updates: BP 1000 Concepts and Roles, BP/AR1114 District-Sponsored Social Media, BP 2120 Superintendent Recruitment and Selection, AR 3311.3 Design-Build Contracts, BP 3470 Debt Issuance and Management, BP 4000 Concepts and Roles, BP 5000 Concepts and Roles, BP/AR 5020 Parent Rights and Responsibilities, BP/AR 5117 Interdistrict Attendance, BP 5138 Conflict Resolution/Peer Mediation, BP/AR 6020 Parent Involvement, BP/AR 6143 Courses of Study, BP/AR/E(1) 6146.2 Certificate of Proficiency/High School Equivalency, BP 7000 Concepts and Roles, BP 7131 Relations with Local Agencies, BB 9310 Board Policies, BB/E(1)/E(2) 9321 Closed Session, Second Reading.

L. Approval of B warrant batches ##0039 for $70,781.52, #0040 for $16,874.44, #0041 for $29,986.75, #0042 for $53,373.10, #0043 for $46.579.57

Approval of Consent Agenda.
Trustee McNatt moved, Trustee Hastings seconded the approval of the Consent Agenda.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

ADJOURNMENT – Time: 7:08 p.m.

Trustee McNatt moved, Trustee Hastings seconded approval of Adjournment at 6:53 p.m.
VOTE: 3 AYES, 0 NAYES, 2 ABSENT (Pope, Turner)

The minutes are an unofficial draft until reviewed, modified and approved by the ETUSD Governing Board on September 10, 2025.

Clerk of the Board_____

SISC INVESTMENT POOL STATEMENT

El Tejon Unified School District
District Superintendent
P. O. Box 876
Lebec, CA 93243

For the quarter ending: September 30, 2025

Initial Investment:	July 1, 1997	$	100,000
Additional Investment:	October 1,1997	$	83,523
Additional Investment:	October 1,1998	$	46,058
Additional Investment:	October 1,1999	$	45,453
Additional Investment:	April 1, 2001	$	75,000
Additional Investment:	October 1, 2001	$	31,064
Additional Investment:	October 1, 2002	$	118,936
Additional Investment:	April 1, 2004	$	170,000
Withdrawal:	October 2, 2006	$	(100,000)
Additional Investment:	April 1, 2008	$	100,000
Withdrawal:	October 1, 2013	$	(256,392)
Withdrawal:	January 1, 2015	$	(750,000)
Market Value:	July 1, 2025	$	78,215
Ending Market Value:	September 30, 2025	$	79,127
Entrance to Date Return on Investment: July 1, 1997 to September 30, 2025		$	415,485
Current Period Return on Investment: July 1, 2025 to September 30, 2025		$	912

POOL'S QUARTERLY RETURN ON INVESTMENT: **1.17%**
ANNUALIZED: **4.63%**

POOL'S INCEPTION TO DATE RETURN ON INVESTMENT: **3.10%**
Note: The Pool's inception date is 7/01/94. If a district joined the pool after 7/01/94, their inception-to-date return may be different.

POOL'S YIELD TO MATURITY: **3.83%**

Comprehensive School Safety Plan

2025-26
School Year

School:	Frazier Mountain High School
CDS Code:	15751681530401
District:	El Tejon Unified School District
Address:	700 Falcon Way Lebec, CA 93243-0876
Date of Adoption:	May 23, 2013
Date of Update:	January 2026
Date of Review:	
- with Staff	February 2026
- with Law Enforcement	August, 2025
- with Fire Authority	August, 2025

Approved by:

Name	Title	Signature	Date
Mike Vogenthaler	Principal		02/03/2026
Christy Zimmerman	School Site Council Chair		
Stephanie Pope	Board President		

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at Frazier Mountain High School Office, 700 Falcon Way..

Safety Plan Vision

To create a functional plan which involves all stake holders to keep all students and staff members safe in any emergency situation.

Components of the Comprehensive School Safety Plan (EC 32281)

Frazier Mountain High School Safety Committee

The Frazier Mountain High School Safety Committee meets regularly to evaluate safety concerns, review incidents, and revise safety protocols as needed. The 2024–2025 Safety Committee includes:

Sara Haflich – Superintendent

Mike Vogenthaler-Principal
Christy Zimmerman-Classroom Teacher
Sue Brown-Other School Staff
Carolyn Chapman
Classroom Teacher-Eric Crane
Parent / Community Member (SSC Chair)-Alex Crane
Parent / Community Member-Brian Raymond
Parent / Community Member-Denise Saenz
Parent / Community Member-Cristina Orosco
Secondary Student-Andrew Saenz

Assessment of School Safety

Frazier Mountain High School completes an annual review of school crime and campus safety as part of its Comprehensive School Safety Plan. This review looks at incidents that occur on campus and at school-related activities and is used to understand current conditions and identify areas for improvement.

The assessment is completed by a team that includes school administration, School Site Council members, district staff, and local law enforcement partners. The team reviews a range of information, including behavior referrals, attendance and chronic absenteeism data, suspension and expulsion trends, California Healthy Kids Survey results, staff feedback, law enforcement calls for service, property damage reports, fire inspection findings, and input from students and families.

In addition to reviewing school crime data, the team considers potential safety risks such as natural hazards, human-caused incidents, and operational or facility-related concerns. The findings from this review help guide school safety priorities, preparedness efforts, and ongoing improvements to supervision, communication, and campus safety practices. Information that could compromise safety or security is maintained as confidential and is not included in publicly shared documents.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

(EC 32281(a)1, Items A–J)

Strategies and Programs to Provide and Maintain a High Level of Safety

Frazier Mountain High School uses a combination of prevention, supervision, training, and response strategies to maintain a safe and supportive learning environment.

Roles and Responsibilities
School administrators, counselors, and mental health staff work together to support student safety and well-being. Local law

enforcement supports emergency planning and responds to serious safety concerns when needed.

Mental Health and Student Support
Counselors and mental health professionals provide academic, social-emotional, and crisis support. Students affected by traumatic events receive appropriate follow-up and referral services.

Training and Awareness
Staff receive annual training on safety procedures, mandated reporting, and emergency response. Students and families are informed about bullying prevention, reporting concerns, and school expectations.

Visitor and Campus Access
All visitors must check in through the front office and wear identification while on campus. This helps maintain controlled access during the school day.

Supervision and Student Activities
Staff provide supervision during passing periods, lunch, and school activities. Before- and after-school programs include assigned supervision and clear behavior expectations.

Discipline and PBIS
The school uses consistent discipline practices and Positive Behavioral Interventions and Supports (PBIS) to promote safe behavior. The focus is on prevention, accountability, and early intervention.

Restorative Practices
Restorative approaches are used when appropriate to address conflict and repair harm. These practices support accountability and help prevent repeat incidents.

Emergency Drills
Fire, earthquake, and lockdown drills are conducted regularly. Drills occur at different times of the day to improve readiness.

Campus Environment and Safety
The school uses visibility, supervision, and routine facility reviews to reduce safety risks. Environmental concerns are addressed as they are identified.

Reporting Safety Concerns
Students and families are encouraged to report safety concerns, including bullying and mental health needs. Anonymous reporting options are available.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Mandated Reporting of Child Abuse and Neglect

(A) Child Abuse Reporting Procedures

Frazier Mountain High School follows the El Tejon Unified School District Child Abuse Reporting Procedures in accordance with California Education Code and Penal Code requirements. All school employees, including administrators, teachers, classified staff, and athletic coaches, are mandated reporters and are legally required to report any known or reasonably suspected child abuse or neglect.

Suspected abuse must be reported immediately by telephone to Kern County Child Protective Services or local law enforcement, followed by a written Suspected Child Abuse Report within 36 hours. Reporting to a supervisor or school administrator does not satisfy this legal requirement, and no employee may interfere with or delay a report. Reporter identities are confidential, reporters are protected from liability, and failure to report is a misdemeanor.

All staff receive annual mandated reporter training within the first six weeks of the school year or employment. Training covers identifying signs of abuse or neglect and the required reporting process, and documentation of training completion is maintained by the district.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

1.0 INTRODUCTION
1.1 Overview

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297, California Government Code § 8607, and California Code of Regulations § 2400 through § 2450). To assist schools in complying with these requirements, the El Tejon Unified School District has adopted the Model Safe School Plan, Emergency Procedures for use as a template in the preparation of emergency procedures for each of the District schools. The emergency management teams and procedures outlined in this plan are consistent with the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) utilized at the Federal level. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies.

1.2 Plan Organization
The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is organized into six sections. Section 2 deals with emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members. Sections 3.0 and 4.0 present guidance for determining the nature and extent of an emergency, and a series of initial response actions to be taken in an emergency. Section 5.0 provides detailed emergency response procedures for 18 types of emergencies that may be encountered in a school setting. Section 6.0 provides supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps and other supporting information are contained in the Appendices.
The Principal will ensure that this Safe School Plan, – Emergency Procedures is consistent with all District Policies, State Law and NIMS, and that the plan addresses the following eighteen emergencies: aircraft crash; aircraft landing, animal disturbance; armed assault on campus; biological or chemical release; bomb threat; bus disaster; disorderly conduct; earthquake; explosion/risk of explosion; fire in surrounding area; fire on school grounds; flooding; loss or failure of utilities; motor vehicle crash; psychological trauma, suspected contamination of food or water; threat of violence; and unlawful demonstration/walkout.

2.0 STANDARDIZED EMERGENCY MANAGEMENT

2.1 Emergency Planning with NIMS
The Federal National Incident Management System (NIMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. NIMS, consists of the following five functions: Management; Planning/Intelligence; Operations; Logistics; and Finance/Administration.

2.1.1 Management
During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the Principal, as the Incident Commander. The Principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison.

2.1.2 Planning/Intelligence
During an emergency, NIMS, Planning and Intelligence, involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under NIMS, this function is supported by two staff

members, one involved with “Documentation” and the other with “Situation Analysis.” In El Tejon Unified School District schools, “Situation Analysis” may be performed by a “Communications” position. Both of these positions, if assigned at the discretion of the Principal, will report directly to the Incident Commander (Principal) unless a Planning/Intelligence Chief is assigned.

2.1.3 Operations
Under NIMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within El Tejon Unified School District schools, these activities are performed by the following teams, under the direct supervision of the Incident Commander (Principal), unless an Operations Chief is assigned: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Supply/Equipment Team; Request/Reunion Gate Team; and Emergency Response Team (Fire and Rescue).

2.1.4 Logistics
The Logistics function of NIMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. Tracking of equipment utilized and its recovery is also a function of Logistics. Within El Tejon Unified School District schools, these activities are performed by the Security/Utilities Team and the Supply/Equipment Team both of which report directly to the Incident Commander unless a Logistics Chief is assigned.

2.1.5 Finance/Administration
The Finance/Administration function of NIMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. Within El Tejon Unified School District schools, these activities may be performed by a “Documentation” position, which reports directly to the Incident Commander unless a Finance/Administration Chief is assigned.
Figure 2.1 presents an Emergency Management Organization Chart modeled after NIMS and adapted for The El Tejon Unified School District schools.

2.2 Incident Command Team (DCOMM)
The Incident Command Team is responsible for directing individual school emergency response activities.

2.2.1 Assignments
The Incident Command Team is led by the Principal (Incident Commander) and also includes the school's Public Information Officer, the Safety Coordinator and the Agency Liaison.

Incident Commander: Mike Vogenthaler
Public Information Officer: Brown/Esparza, Orosco
Safety Coordinator: Mike Vogenthaler
Agency Liaison: Puga/Johnston
Documentation: Brown/Esparza
Communications: Esparza

2.2.2 Roles and Responsibilities

2.2.2.1 Incident Commander
The Incident Commander (Principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:
Periodically assessing the situation.
Directing the Incident Command Team and all other emergency teams.
Determining the need for, and requesting, outside assistance.
Periodically communicating with the Local District Superintendent.

2.2.2.2 Public Information Officer
The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:
Periodically receiving updates and official statements from the Incident Commander.

Maintaining a log of PIO actions and all communications.
Periodically interacting with the media and District Communications.
Preparing statements for dissemination to the public.
Ensuring announcements and other public information are translated into other languages as needed.
Monitoring news broadcasts about the incident and correcting any misinformation.

2.2.2.3 Safety Coordinator
The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Coordinator may include:
Periodically checking with the Incident Commander for situation briefings and updates.
Maintaining all records and documentation as assigned by the Incident Commander.
Monitoring drills, exercises, and emergency response activities for safety.
Identifying safety hazards.
Ensuring that responders use appropriate safety equipment.

2.2.2.4 Agency Liaison
The Agency Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:
Periodically checking with the Incident Commander for situation briefings and updates.
Maintaining all records and documentation as assigned by the Incident Commander.
Briefing agency representatives on current situation, priorities and planned actions.
Ensuring coordination of efforts by periodically keeping Incident Commander informed of agencies' action plans and providing periodic updates to agency representatives as necessary.

2.2.3 Team Supplies and Equipment
Copy of the school's Emergency Procedures
Campus map
Master keys
Copies of staff and students rosters
Hand-held radios
Bullhorn
Battery-operated AM/FM radio.
First Aid kit
Clipboard, Paper, Pens
Vest or position identifier
Large campus map

2.2.4 Team Assembly Location
Inside: FMHS Office
Outside: Front of School – Flag Pole
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.3 First Aid/Medical Team (AID)
The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

2.3.1 Assignments
First Aid/Medical Team Leader: Lorena Esparza
Alternate Team Leader: Zimmerman
First Aid/Medical Team Member: Lorena Esparza
First Aid/Medical Team Member: Crane
First Aid/Medical Team Member: Bizzini
Health Aide: Holly Ortega

2.3.2 Roles and Responsibilities
First Aid/Medical Team Leader
The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with the incident Commander to determine medical needs and planned actions. The First Aid/Medical Team Leader is also responsible for collecting the Injury and Missing Persons Report (Form D, Appendix A) from Team Members and making these reports to have them readily available to the Incident Commander. Specific duties of the First Aid/Medical Team Leader may include:
Assigning First Aid personnel and assessing available inventory of supplies & equipment.
Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.
Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.
Periodically keeping the Incident Commander informed of overall status.
Completing the Injury and Missing Persons Report (Form D, Appendix A).

First Aid/Medical Team Members
The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Specific duties of the members of the First Aid/Medical Team may include:
Setting up first aid area, triage and/or temporary morgue.
Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
Reporting deaths immediately to First Aid/Medical Team Leader.

2.3.3 Supplies and Equipment
Vest or position identifier
First aid supplies
Triage tags
Hand-held radios
Stretchers
Blankets
Wheelchairs
Patient record forms
Site map
Injury and Missing Persons Report (Form D, Appendix A)

2.3.4 Team Assembly Location
Inside: Cafetorium
Outside: Basketball Courts
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.5 Emergency Response Team (ERT)
The Emergency Response Team (ERT) is responsible for preparing and performing search and rescue operations during an emergency and for extinguishing fires. The team will also be responsible for evaluating the potential release of chemicals during an emergency. There may be two or more Emergency Response Teams. It is also responsible for reporting damages to school property in an emergency to the Security/Utilities Team. This team will coordinate with the Incident Commander.

2.5.1 Assignments
Emergency Response Team Leader: Chapman
Alternate Team Leader: Barker
ERT Team 1 Members: Baez
ERT Team 2 Members: Chapman
ERT Team 3 Members:

2.5.2 Roles and Responsibilities
Emergency Response Team Leader
The ERT Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. The ERT Team Leader is also responsible for gathering the Damage Assessment Report Forms (Form F, Appendix A) from the Team Members and have them readily available to the Security/Utilities Team Leader. Specific duties of the Search and Rescue Team

Leader may include:
Obtaining briefings from the Incident Commander, noting injuries and other situations requiring response.
Assigning and recording teams based on available manpower, minimum 2 persons per team. Gathering any Damage Assessment Report Forms (Form F, Appendix A) from the Team Members and have them readily available to the Security/Utilities Team Leader.
Updating teams' reports on site map and recording exact location of damage and triage tally.
Emergency Response Team Members
The members of the ERT Team are responsible for performing search and rescue operations and fire suppression during an emergency. Specific duties of the members of the Search and Rescue Team may include:
Searching assigned area, reporting gas leaks, fires, or structural damage to Team Leader upon discovery.
Logging of Damage will be Reported using the damage assessment Form (Form F, Appendix A) and submitted to the Team Leader
Extinguishing fires as appropriate.
Periodically reporting to the Team Leader on location, number, and condition of injured.
Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms.
Sealing off and posting areas where hazardous conditions exist.
Extinguishing fires on campus
Evaluating potential release of chemicals
Identifying damaged areas on the Damage assessment Report Form(Form F, Appendix A). Reporting will be supplemented by pictures if appropriate.
Posting yellow caution tape around damaged or hazardous areas.
Contacting Security/Utilities Team to secure the building from reentry after the search.

2.5.3 Supplies and Equipment
Vest or position identifier
Hard hat
Work and latex gloves
Whistle with master keys on neck lanyard
2-way radio
Clipboard with job duties
Map indicating search plan
CO2 fire extinguishers
Water-type fire extinguishers

Ponchos
Knee Pads
Bolt cutters
Shovels
Ropes
Triage tags
Light sticks
Multi-tool
Goggles
Flashlight
Dust masks
Pry bars (Short/Long)
Grease pencil
Pencils
Duct tape
Caution tape
One member wears first aid backpack

2.5.4 Team Assembly Location
Inside: FMHS Cafetorium
Outside: Cafeteria Loading area
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.6 Security/Utilities Team (SUT)
The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team is also responsible for overall damage assessment of structural damage and the overall safety of school buildings. The Security/Utilities Team will coordinate activities with the Incident Commander as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The Security/Utilities Team is also responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by the custodial and cafeteria staff.

2.6.1 Assignments
Security/Utilities Team Leader: Puga
Alternate Team Leader: Johnston
Security/Utilities Team Member: Anne Hill

2.6.2 Roles and Responsibilities
Security/Utilities Team Leader
The Security/Utilities Team Leader is responsible for directing team activities and interacting with the Incident Command to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, sewer) as needed.

Security/Utilities Team Members
The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is in perimeter "lock-down" to their team leader. They are also responsible for surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. The Security/Utilities Team will direct all external requests for information to the Public Information Officer.
Specific duties of the members of the Security/Utilities Team may include:
Locking all external gates and doors; unlocking gates when appropriate.
Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents.
Keeping students and staff out of buildings, as necessary.
Assisting at Reunion Gate as appropriate.
Assessing damage to school facilities.
Checking and shutting off utilities as required.
Assisting Supply team with preparing and distributing food as directed by the Incident Commander.
Assisting the First Aid/Medical Team in comforting students or first aid as needed.

2.6.3 Supplies and Equipment
Vest or position identifier
Master keys
Hand-held radio
Goggles/Gloves/Flashlight/Poncho
Hard Hats
Utility shut-off tools/Multi-tool
Damage assessment forms
Clipboard containing site maps/ Emergency Procedures

2.6.4 Team Assembly Location
Inside: M-1
Outside: Back stage – behind Cafetorium
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location. The team will then rove the entire campus to determine areas of need.

2.7 Supply/Equipment Team (SET)

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the

course of an emergency.

2.7.1 Assignments
Supply/Equipment Team Leader: Jackie Ryan
Alternate Team Leader: Emily Lira
Supply/Equipment Team Member: Irene Kimbrough
Supply/Equipment Team Member:

2.7.2 Roles and Responsibilities

Supply/Equipment Team Leader
The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. The Supply/Equipment Team leader should be familiar with and control the use of emergency supplies at each school site. Specific duties of the Supply/Equipment Team Leader may include:
Reporting equipment and supply needs.
Estimating the number of persons requiring shelter and determining the length of time shelter will be needed.
Coordination and utilization of emergency supplies
Reporting supply needs to the incident commander

Supply/Equipment Team Members
The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies). Specific duties of the members of the Supply/Equipment Team may include:
Distributing emergency water and food supplies.
Establishing a list of all persons in shelter and determining any special needs.
Setting up temporary sanitary facilities as necessary
Controlling conservation of water.

2.7.3 Supplies and Equipment
Hand-held radios
Keys
Bullhorn
Emergency water supplies
Emergency food supplies
Temporary power supplies
Portable phones
Sanitary supplies
Clipboard with all inventory supplies

2.7.4 Team Assembly Location
Inside: Info Center
Outside: Teacher Lounge Patio area
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.8 Assembly Area Team (AAT)
The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Incident Commander. It also provides psychological first aid as needed during and immediately after an emergency, pursuant to District Policy.

2.8.1 Assignments
Assembly Area Team Leader: Spann
Alternate Team Leader: Hughes
Assembly Area Team Member: Raymond
Assembly Area Team Member: Ellis

Assembly Area Team Member: Webb and RSP Aides (Tonya Zorich, Heather Oman, JC Moore)

2.8.2 Roles and Responsibilities

Assembly Area Team Leader
The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Injury and Missing Persons Report (Form D, Appendix A) from the Team Members and have them readily available to the Incident Commander.

Assembly Area Team Members
The members of the Assembly Area Team are responsible for performing the safe evacuation of student and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:
Obtaining reports of missing students from teachers or other personnel.
Gathering Injury and Missing Persons Report (Form D, Appendix A) from each teacher and submitting them to the Assembly Area Team Leader.
Administering minor first aid and psychological first aid as needed.
Supporting the Release/Reunion Gate Team as needed.
Coordinating with the Incident Commander to provide water and food to student and staff when necessary.
Providing reassurance to students.
Updating records of the number of students and checking student emergency card for name of person(s) authorized to pick up student.

2.8.3 Supplies and Equipment
Copy of Site Plot Plan and Vicinity Map showing designated on and off site Assembly Areas
Injury and Missing Persons Report (Form D, Appendix A)
Hand-held radio
Ground Cover, tarps
First aid kit
Paper, pens, pencils

2.8.4 Team Assembly Location
Inside: Library
Outside: Staff Parking Lot
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.9 Request/Reunion Gate Team (RGT)
The Request/Reunion Gate Team is responsible for processing parent requests for student release during an emergency. They are also responsible for reuniting parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will be informed that their children may be injured, missing or dead. The team will keep accurate records of students leaving the campus.

2.9.1 Assignments
Request/Reunion Gate Team Leader: Hattorf
Alternate Team Leader: Angie Ryan
Request/Reunion Gate Team Member: Hattorf
Request/Reunion Gate Team Member: Jackie (Jacqueline) Ryan
Request/Reunion Gate Team Member: Cristina Orosco

2.9.2 Roles and Responsibilities

Request/Reunion Gate Team Leader
The Request/Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer. The Request/Reunion Gate Team Leader is also responsible for collecting the Student Release Log

(Form E Appendix A) from the Team Members and has them readily available to the Incident Commander.

Request/Reunion Gate Team Members
The members of the Request/Reunion Gate Team are responsible for greeting parents, guardians, or designees and providing them with tags or other identifications authorizing the holders to reunite with their students at the Reunion Gate. Specific duties of the members of the Request/Reunion Gate Team may include:
Greeting and directing parents, guardians, or designees to the counselors as appropriate.
Providing reassurance to parents, guardians, or designees and maintaining order.
Issuing a tag or other identifications only to an authorized person.
Directing parents or guardians to the Reunion Gate.

2.9.3 Supplies and Equipment
Keys to Main Gate
Bullhorn
Tags or other identifications
Hand-held radios
Tables and chairs (from nearby classrooms)
Materials for sign-out log
Student Release Log (Form E, Appendix A)
Clipboard
Emergency Cards

2.9.4 Assembly Location
Outside: Bus-Loop Grass area

2.12 Documentation Position (Optional)
The Documentation position is responsible for maintaining a log of all emergency developments and response actions, including financial expenditures, timekeeping, and other necessary documentation. This person acts as a scribe to memorialize the actions of the Incident Command Center during an emergency.

2.12.1 Assignments
Documentation Staff Member: Lorena Esparza / Cristina Orosco
Alternate Documentation Staff Member: Suellen Brown

2.12.2 Roles and Responsibilities
The Documentation Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:
Periodically communicating with the Incident Commander for status updates.
Documenting all communications with the District Emergency Operations Center (EOC) and outside agencies.
Recording the number of students, staff, and others on campus and updating it periodically.
Reporting missing persons, and documenting site damage and first aid needs with the Incident Commander.
Ensuring that accurate records are kept of all staff members, indicating hours worked.
Supporting the Incident Commander in making any purchases and keeping track of the cost.
Filing, maintaining, and securing all emergency documentation.

2.12.3 Supplies and Equipment
Hand-held radios
File boxes
Paper, pens

2.12.4 Assembly Location
The Documentation Staff Member will report to the Command Post.

2.13 Communications Position (Optional)
The Communications position is responsible for the analysis of emergency information, identifying potential changes in emergency

conditions, and maintaining the “status board.”

2.13.1 Assignments
Communications Staff Member: Misty Johnston
Alternate Communications Staff Member: Jason Spann / Lorena Esparza

2.13.2 Roles and Responsibilities
The Communications Staff Member will collect, organize, and analyze situation information and provide periodic updates. Specific duties may include:
Updating site maps as reports and other information are received.
Preserving maps as legal documents.
Using an area-wide map to record information on major incidents such as road closures, utility outages, etc.
Developing situation reports for the Incident Command Team.

2.13.3 Supplies and Equipment
Hand-held radios
Paper, pens, dry-erase pens
File box(es)
Large site map of campus, laminated or covered with Plexiglas
Map of county or local area

2.13.4 Assembly Location
The Communications Staff Member will report to the Command Post.

2.14 School Staff
California Government Code, Chapter 8, Section 3100 states: “…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law.” In accordance with these provisions, all staff members are considered “disaster service workers” during emergencies and must remain on site to carry out assigned responsibilities.
School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

2.16 Preparedness Procedures

2.16.1 Management
The Principal will annually conduct an Emergency Hazard Assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause an emergency incident. The Emergency Hazard Assessment Summary (Form A, Appendix A) should be used for this purpose.
The Principal will designate primary and secondary Command Post locations and ensure that these locations are identified in Section 2.0.
The Principal will ensure effective communication between the Command Post and Team Section Chiefs during an emergency. These procedures will be included in Section 2.0.
The Principal will ensure that members of the Incident Command Team (Public Information Officer, Safety Coordinator, and Agency Liaison), and all other team leaders and members are aware of their responsibilities and assignments as defined in this section.
The Principal will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in this plan.

2.16.2 Planning/Intelligence

The Principal will ensure that all team members receive proper training in the use of communication equipment.

The Principal will ensure all teams are provided with instructions for the use and maintenance of maps and “status boards” at the Command Post.

2.16.3 Operations
The Principal will ensure that this plan includes procedures for the following:
Administering first aid;
Activating and performing search and rescue operations;
Ensuring site security;
Conducting damage assessments;
Evacuation; and
Student release operations.

The Principal will ensure appropriate training is provided for the following teams:
First Aid/Medical Team;
Security/Utilities Team;
Supply/Equipment Team;
Request/Reunion Team;
Emergency Response Team; and
Assembly Area Team.

The Principal will ensure that routine drills referenced in Section 6.7 are conducted at the school to rehearse emergency response operations.
Drills will be conducted at elementary schools at least once per month.
Drills will be conducted at secondary schools at least twice per year.

2.16.4 Logistics

The Principal will ensure this plan includes appropriate procedures for coordinating and assembling personnel and volunteers in the event of an emergency.

The Principal will ensure that adequate emergency supplies are maintained and readily available for emergency use. Please refer to Section 2.0 for a list of supplies for each emergency team and Section 6.6 for the school's emergency supplies.

2.16.5 Finance/Administration
The Principal is responsible for ensuring the following during an emergency:

- Purchase of required emergency preparedness and response equipment and supplies.
- Tracking of emergency-related expenditures and recovery of records damaged or lost during an emergency.

3.0 Initial Response to Emergencies
When an emergency occurs, school personnel must quickly determine the appropriate initial response. This determination follows a three-step process:

Identify the type of emergency.

Identify the level of emergency.

Determine the immediate response action(s) required.

Each step is outlined below. Procedures for specific response actions are detailed in Sections 4.0 and 5.0.

3.1 Identify Type of Emergency
The first step in responding to an emergency is identifying the type of incident. Procedures for the following eighteen emergency types are provided in Section 5.0:

Aircraft Crash
Animal Disturbance
Armed Assault on Campus

Biological or Chemical Release
Bomb Threat
Bus Disaster
Disorderly Conduct
Earthquake
Explosion/Risk of Explosion
Fire in Surrounding Area
Fire on School Grounds
Flooding
Loss or Failure of Utilities
Motor Vehicle Crash
Psychological Trauma
Suspected Contamination of Food or Water
Threat of Violence
Unlawful Demonstration/Walkout

3.2 Identify Level of Emergency
The second step is determining the level of the emergency. School emergencies are classified using the following three-tier system:

Level 1 Emergency
A minor emergency handled by school personnel without outside assistance (e.g., temporary power outage, minor earthquake, minor injury).

Level 2 Emergency
A moderate emergency requiring assistance from outside agencies (e.g., fire, moderate earthquake, suspected hazardous material incident, or emergencies involving more than one school site).

Level 3 Emergency
A major emergency requiring significant outside assistance (e.g., major earthquake, civil disturbance, or large-scale act of terrorism affecting multiple school sites or the entire district). Response times from outside agencies may be delayed.

3.3 Determine Immediate Response Actions
Once the type and level of emergency are identified, the Superintendent will assess the need to activate the Emergency Operations Center (EOC). The EOC is typically activated when multiple school sites require resources or when a single site makes substantial resource requests.

School site personnel may initiate immediate response actions as needed. The most common immediate response actions include:

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

Procedures for each response action are outlined in Section 4.0.2.16.5 Finance/Administration
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Duck and Cover
Shelter-In-Place
Lockdown

Evacuate Building
Off-Site Evacuation
All Clear

Procedures for each response action are outlined in Section 4.0.

4.0 Immediate Response Actions

Immediate Response Actions are used to protect students and staff during an emergency. These actions may be implemented individually or in combination, depending on the situation and direction from school administration or emergency responders.

4.1 Duck, Cover, and Hold
This action is used to protect students and staff from flying or falling debris, most commonly during an earthquake.

Description of Action
The Principal will announce the following over the PA system. If the PA system is unavailable, alternate communication methods will be used. The announcement should be calm, clear, and reassuring.

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

If inside, teachers will instruct students to duck under desks and cover their heads with their arms and hands.
If outside, students will drop to the ground, place their heads between their knees, and cover their heads with their arms and hands. Students and staff should move away from windows and overhead hazards whenever possible.

4.2 Shelter-in-Place
Shelter-in-Place is used to protect students and staff from airborne hazards outside the building. This action involves keeping individuals indoors and shutting down HVAC systems to prevent outside air from entering.

Unlike Lockdown, Shelter-in-Place allows movement within interior buildings; however, students in bungalows or buildings with exterior access must remain in their classrooms.

Description of Action
The Principal will announce the following over the PA system. If unavailable, alternate communication methods will be used.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. STUDENTS AND STAFF ARE TO REMAIN INSIDE BUILDINGS, AWAY FROM OUTSIDE AIR, WITH WINDOWS AND DOORS CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ANYONE OUTSIDE IS TO MOVE IMMEDIATELY INTO THE NEAREST SAFE INDOOR LOCATION. FURTHER INFORMATION WILL BE PROVIDED AS IT BECOMES AVAILABLE.”

If inside, teachers will keep students in the classroom until further instructions are provided.
If outside, students will move to their assigned classroom if safe to do so. If not, staff will direct students to the nearest safe indoor location such as the auditorium, library, cafeteria, or gymnasium.
Teachers are responsible for securing classrooms. The Security/Utilities Team will assist as needed by shutting down HVAC systems, turning off fans, closing and locking doors and windows, sealing gaps, covering vents if necessary, and turning off ignition sources.

4.3 Lockdown
Lockdown is implemented when there is an immediate threat of violence or when directed by law enforcement. During a lockdown, students and staff remain secured in classrooms or designated areas.

Unlike Shelter-in-Place, Lockdown restricts movement and prioritizes securing occupied spaces.

Description of Action
The Principal will announce the following over the PA system or by alternate communication methods if needed.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND ARE IMPLEMENTING LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE UNTIL FURTHER NOTICE. DO NOT OPEN DOORS UNTIL DIRECTED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. ANYONE OUTSIDE IS TO ENTER THE NEAREST SAFE BUILDING IMMEDIATELY.”

If inside, teachers will lock doors, close blinds if safe, and direct students to a safe area within the classroom.
If outside, students will move to the nearest secure building or classroom if safe to do so.
Students and staff will remain secured until clearance is given by administration or law enforcement.
The front entrance will be locked, and no visitors will be permitted on campus except authorized emergency personnel.

4.4 Evacuate Building
Evacuation is used when remaining inside a building is unsafe.

Description of Action
The Principal will announce the following over the PA system or use alternate communication methods if necessary.

“YOUR ATTENTION PLEASE. WE ARE EVACUATING ALL BUILDINGS. TEACHERS ARE TO TAKE STUDENTS TO THEIR DESIGNATED ASSEMBLY AREAS. STUDENTS MUST REMAIN WITH THEIR TEACHER. TEACHERS SHOULD TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM AFTER ALL STUDENTS HAVE EXITED.”

A fire alarm may be activated.
Teachers will guide students along designated evacuation routes to assigned Assembly Areas.
Teachers will take attendance once assembled and report missing students to the Assembly Area Team.
Students and staff will remain in place until further instructions are provided.

4.5 Off-Site Evacuation
Off-site evacuation is used when the campus itself is unsafe and relocation is required. This decision is based on information from emergency responders or other reliable sources.

Description of Action
The Principal will announce the following over the PA system or use alternate communication methods if necessary.

“YOUR ATTENTION PLEASE. WE ARE INITIATING AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE STUDENTS TO THE DESIGNATED OFF-SITE ASSEMBLY AREA. STUDENTS MUST REMAIN WITH THEIR TEACHER. TEACHERS SHOULD TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM AFTER ALL STUDENTS HAVE EXITED.”

The Principal will determine the safest evacuation method, which may include walking or transportation by school buses. Off-site locations are identified on the Vicinity Map in Appendix C.
Teachers will take attendance once students are assembled at the off-site location and report missing students.
Students and staff will remain at the off-site location until further instructions are given.
If clearance is received from appropriate agencies, the Principal may authorize a return to campus.

4.6 All Clear
The All Clear action notifies staff that normal school operations may resume.

Description of Action
The Principal will make the following announcement over the PA system. If the PA system is unavailable, alternate communication methods will be used.

“YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOMS AND RESUME NORMAL OPERATIONS. THANK YOU TO STUDENTS AND STAFF FOR YOUR COOPERATION.”

This announcement signifies that the emergency has ended.

When appropriate, teachers should address student concerns and provide reassurance through discussion or other supportive activities.

5.0 Emergency Procedures
This section outlines the specific procedures staff will follow during the following emergency situations:

Aircraft Crash
Animal Disturbance
Armed Assault on Campus
Biological or Chemical Release
Bomb Threat
Bus Disaster
Disorderly Conduct
Earthquake
Explosion/Risk of Explosion
Fire in Surrounding Area
Fire on School Grounds
Flooding
Loss or Failure of Utilities
Motor Vehicle Crash
Psychological Trauma
Suspected Contamination of Food or Water
Threat of Violence
Unlawful Demonstration/Walkout

School administrators are responsible for protecting the health and safety of students and staff during emergencies. While standardized procedures are provided, administrators must exercise professional judgment and modify actions as necessary based on conditions at the time of the incident.
In the following procedures, the term “School Administrator” refers to the Principal or designee.

5.1 Aircraft Crash
This procedure applies to an aircraft crash on or near school property. If the incident involves a fuel or chemical spill, refer to Section 5.4. If utilities are affected, refer to Section 5.13.

Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include Duck and Cover, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation, as outlined in Section 4.0.
If evacuation is ordered, staff and students will use designated routes to the Assembly Area. Teachers will bring student rosters, take attendance, and report missing students to the Assembly Area Team.
The School Administrator will call 911 and provide the exact location and nature of the emergency.
If the crash occurs on school property, the Security/Utilities Team will secure the area and restrict access.
The Emergency Response Team will assist with fire suppression until the Fire Department arrives.
The First Aid/Medical Team will assess injuries and provide first aid as needed.
The School Administrator will notify the District Office.
Affected areas will remain closed until cleared by the appropriate agency and authorized by the School Administrator.
The Assembly Area Team will support student counseling and recovery efforts as appropriate.
If conditions require, the School Administrator will initiate an Off-Site Evacuation.

5.2 Animal Disturbance
This procedure applies when a wild or potentially dangerous animal threatens student or staff safety.

Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System, Lockdown, or Evacuation, as outlined in Section 4.0.
If safe to do so, staff will attempt to isolate the animal from students. Students will be kept indoors if the animal is outside, or

moved to a safe outdoor area if the animal is inside.
Doors or gates may be secured to limit movement of the animal.
If additional assistance is required, the School Administrator will contact 911, Animal Control, or the Department of Fish and Game and provide the animal's location and nature of the threat.
If a student or staff member is injured, the Health Aide, parents, and appropriate medical services will be notified.
An Off-Site Evacuation may be initiated if conditions warrant.

5.3 Armed Assault on Campus
An armed assault on campus involves one or more individuals attempting to cause physical harm or take hostages. The threat may involve firearms, knives, or other weapons.

Procedure
At the first indication of an armed assault, staff will immediately notify the School Administrator.
The School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System, Shelter-in-Place, Lockdown, Evacuate Building, or Off-Site Evacuation, as outlined in Section 4.0.
The School Administrator will call 911 and provide the exact location and nature of the incident. If safe to do so, a designated staff member will remain on the line with law enforcement. Any assigned law enforcement officer on campus will be notified immediately.
Staff will take steps to calm and control students and, when safe, maintain separation between students and the perpetrator.
Staff will maintain order in all secured or assembly areas and await the arrival of law enforcement.
Once the perpetrator has been neutralized, the School Administrator will conduct a headcount of students and staff and notify law enforcement of any missing individuals.
The First Aid/Medical Team will work with emergency responders to ensure injured students and staff receive medical care.
The Security/Utilities Team will secure all points of entry and control access to the campus.
The School Administrator will prepare a verified list of casualties and transport locations and will ensure parents and family members are notified as appropriate.
The District Office will be notified to support coordination and assignment of a Public Information Officer for media inquiries.
Following the incident, the School Administrator will debrief staff and responding law enforcement.

5.4 Biological or Chemical Release
A biological or chemical release involves the discharge of hazardous biological, chemical, or radioactive substances in solid, liquid, or gaseous form. Examples include laboratory chemical spills, overturned hazardous material vehicles near campus, or nearby industrial incidents.

Indicators may include multiple individuals experiencing breathing difficulty, watery eyes, twitching, loss of coordination, or the presence of distressed or deceased animals.

This procedure addresses three scenarios:
Scenario 1 – Substance released inside a room or building
Scenario 2 – Substance released outdoors and localized
Scenario 3 – Substance released in the surrounding community

Scenario 1: Substance Released Inside a Room or Building
The School Administrator will initiate Evacuate Building procedures as outlined in Section 4.0. Evacuation routes will lead upwind of the affected area when possible.
The School Administrator will call 911 and provide the exact location and nature of the emergency.
The District Office will be notified.
The Incident Command System will be activated, and the Security/Utilities Team will isolate and restrict access to contaminated areas.
The Security/Utilities Team will shut down HVAC systems, close windows and doors, and turn off local fans.
Individuals with direct exposure will wash affected areas with soap and water. Contaminated clothing will be removed and contained. Bleach or disinfectants will not be used on exposed skin.
The First Aid/Medical Team will assess medical needs.
The Assembly Area Team will compile a list of individuals in the affected area and identify those with possible exposure. This list will be provided to emergency responders.

The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).
The Assembly Area Team will support counseling and recovery efforts.
Affected areas will remain closed until cleared by appropriate authorities and authorized by the School Administrator.

Scenario 2: Substance Released Outdoors and Localized
Students and staff will be moved upwind and away from the affected area. Evacuate Building procedures will be implemented if necessary.
The Security/Utilities Team will establish and maintain a secure perimeter.
The School Administrator will call 911 and notify the District Office.
HVAC systems will be shut down, and windows and doors closed in affected buildings.
Exposure response, medical assessment, documentation, and counseling procedures will mirror those outlined in Scenario 1.
Affected areas will remain closed until clearance is provided by appropriate authorities.

Scenario 3: Substance Released in Surrounding Community
The School Administrator will initiate Shelter-in-Place procedures as outlined in Section 4.0.
The Security/Utilities Team will shut down HVAC systems, secure doors and windows, seal gaps as needed, and eliminate ignition sources.
Students and staff outdoors will move immediately to the nearest safe indoor location.
The School Administrator will call 911 and notify the District Office.
Emergency broadcasts will be monitored for updates.
Shelter-in-Place will remain in effect until clearance is provided by authorities or staff are otherwise directed.

5.5 Bomb Threat
A bomb threat response is initiated upon discovery of a suspicious object on campus or receipt of a threatening communication indicating a possible explosive device.

Procedure
If a bomb threat is received by telephone, the recipient should attempt to keep the caller on the line while signaling another person to call 911. The caller to 911 should state: “This is [name] from [school]. We are receiving a bomb threat on another line.”
Using the Bomb Threat Report (Form C, Appendix A), the recipient should calmly ask and record responses to the following questions, then immediately notify the School Administrator:

- When is the bomb going to explode?
- Where is it located?
- What will cause it to explode?
- What kind of bomb is it?
- Who are you?
- Why are you doing this?
- What can be done to prevent the explosion?
- How can you be contacted?

The School Administrator will direct the Emergency Response Team to search for suspicious objects. During the search, all cell phones, pagers, and hand-held radios will be turned off due to the risk of radio-triggered devices.
If a suspicious object is located, one team member will report the discovery to the School Administrator while others secure the immediate area. No attempt will be made to touch or examine the object.
Following the search, the School Administrator will determine and announce appropriate Immediate Response Actions, which may include Duck and Cover, Lockdown, Evacuate Building, or Off-Site Evacuation.
If a suspicious object or device is confirmed, Evacuate Building procedures will be implemented. Teachers will bring rosters, take attendance at the Assembly Area, and report missing students.
The School Administrator will contact 911 if not already done and provide the exact location of the threat.
The District Office will be notified.
The Assembly Area Team will support counseling and recovery as appropriate.
School activities will not resume until law enforcement has cleared affected areas and the School Administrator issues the All Clear.
An Off-Site Evacuation may be initiated if conditions warrant.
Following the incident, the School Administrator will ensure the Bomb Threat Report (Form C, Appendix A) is completed.

5.6 Bus Disaster
These procedures apply to emergencies involving school buses during transportation to or from school or on field trips. If no students are on board, the driver will report to the nearest school site.

This section addresses three scenarios:
Scenario 1 – Earthquake
Scenario 2 – Flood
Scenario 3 – Serious Accident or Bus Fire

A copy of these procedures will be maintained in each bus emergency packet. Drivers may need to make independent decisions based on conditions, student age, and location.

Scenario 1: Earthquake
The driver will instruct students to Duck, Cover, and Hold as outlined in Section 4.0.
The bus will be stopped away from hazards such as power lines, bridges, buildings, overpasses, trees, or landslide areas.
The parking brake will be set, the engine turned off, and occupants will remain in place until shaking stops.
The driver will assess injuries and provide first aid as needed.
If the bus is disabled, it will remain in place until assistance arrives.
The driver will contact the School Administrator with the location and condition of students and the bus.
The School Administrator will determine additional notifications and brief the District Office.
If instructed to continue the route, the driver may proceed only if safe to do so.
If return to school is not possible, the driver will proceed to the nearest designated shelter and notify the School Administrator.
The driver will account for all students throughout the incident and will not cross potentially damaged bridges or tunnels.

Scenario 2: Flood
The driver will not drive through flooded streets or roadways.
Alternate routes will be used or the bus will remain stopped until authorities determine it is safe to proceed.
If the bus is disabled, it will remain in place until assistance arrives.
The driver will contact the School Administrator with the bus location and student status.
The School Administrator will coordinate notifications with the District Office.
Students will be accounted for at all times.

Scenario 3: Serious Accident or Bus Fire
The driver will park the bus in a safe location, set the emergency brake, and turn off the engine.
Students will be evacuated if there is a fire or imminent danger.
Injuries will be assessed and first aid provided as needed.
The driver will call 911 and provide the exact location of the incident.
The School Administrator will be notified of student condition and location.
The driver will remain with students until assistance arrives and will maintain accountability throughout the incident.

5.7 Disorderly Conduct
Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the individual is armed, refer to Section 5.3, Armed Assault on Campus.

Procedure
Upon witnessing disorderly conduct, staff should take reasonable steps to calm and control the situation and attempt to isolate the individual from other students and staff, if it is safe to do so.
Staff will immediately notify the School Administrator.
The School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System, Shelter-In-Place, Lockdown, Evacuate Building, or Off-Site Evacuation as described in Section 4.0.
The School Administrator will call 911 and request law enforcement assistance.
If an immediate threat is not evident, the School Administrator or a staff member may attempt to de-escalate the situation by approaching the individual in a calm, non-confrontational manner and requesting that the individual leave campus.
If the individual involved is a student, an attempt should be made to notify the family.

The School Administrator will notify the District Office of the situation.

5.8 Earthquake
Earthquakes may occur without warning and range from mild shaking to severe ground movement and structural damage. These procedures apply to all earthquakes regardless of magnitude.

Procedure
Upon the first indication of an earthquake, teachers will direct students to Duck, Cover, and Hold as described in Section 4.0.
Students and staff will move away from windows and overhead hazards.
Once the shaking stops, the School Administrator will initiate the Evacuate Building action as described in Section 4.0.
Teachers will bring student rosters, take attendance at the Assembly Area, and notify the Assembly Area Team of any missing students.
The School Administrator will direct the Security/Utilities Team to post guards at a safe distance from building entrances to prevent reentry.
The Security/Utilities Team will identify and communicate hazards such as fallen electrical wires.
The First Aid/Medical Team will assess injuries and provide first aid as needed.
The School Administrator will direct the Security/Utilities Team to notify appropriate utility companies of any damage.
If conditions allow, the Emergency Response Team will inspect buildings for injured or trapped individuals and structural damage.
The School Administrator will contact the District Office to determine additional actions.
Buildings will not be reoccupied until cleared by appropriate authorities and authorized by the School Administrator.
An Off-Site Evacuation will be initiated if conditions warrant.

In the event an earthquake occurs during non-school hours, the School Administrator and appropriate site personnel will assess damages. The School Administrator will consult with the District Office to determine whether the school should open. If closure is required, notification systems will be activated.

5.9 Explosion or Risk of Explosion
This section addresses explosions or potential explosions on school property or in surrounding areas. For bomb threats, refer to Section 5.5.

Procedure
In the event of an explosion on school property, all persons will initiate Duck and Cover as described in Section 4.0.
The School Administrator will assess the potential for additional explosions and initiate appropriate Immediate Response Actions, which may include Shelter-In-Place, Evacuate Building, or Off-Site Evacuation.
If evacuation is ordered, staff and students will use designated routes to the Assembly Area. Teachers will bring rosters, take attendance, and report missing students.
The School Administrator will call 911 and provide the exact location and nature of the emergency.
The First Aid/Medical Team will assess injuries and provide care.
Staff may attempt to suppress small fires using appropriate fire extinguishers if it is safe to do so.
The Security/Utilities Team will notify utility providers of damage and secure affected areas.
Affected buildings will not be reopened until cleared by appropriate authorities and authorized by the School Administrator.
An Off-Site Evacuation will be initiated if conditions require.

5.10 Fire in Surrounding Area
This procedure applies when a fire in an area adjacent to the school may pose a risk to campus safety.

Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System, Shelter-In-Place, Evacuate Building, or Off-Site Evacuation as described in Section 4.0.
The School Administrator will notify 911 and provide details regarding the location and nature of the fire.
The Security/Utilities Team will prevent students from approaching hazardous areas and maintain access routes for emergency vehicles.
Local fire authorities and emergency broadcasts will be monitored.
If evacuation is required, teachers will take attendance at the Assembly Area and report missing students.
The School Administrator will activate parent notification systems as appropriate.

An Off-Site Evacuation will be initiated if conditions worsen.

5.11 Fire on School Grounds
This procedure applies when a fire is discovered on school property.

Procedure
Upon discovery of a fire, staff will activate the fire alarm, evacuate buildings, and notify the School Administrator.
The School Administrator will initiate the Incident Command System and Evacuate Building procedures as described in Section 4.0.
Teachers will bring rosters, take attendance, and report missing students.
The School Administrator will call 911 and provide the exact location of the fire.
The Emergency Response Team will assist with fire suppression and rescue efforts until the Fire Department arrives.
The Security/Utilities Team will secure the area and assist emergency responders.
Utilities will be notified as needed.
Affected areas will not be reopened until cleared and authorized.
All fires extinguished by school personnel will still be reported to the Fire Department.

5.12 Flooding
This procedure applies when water inundates or threatens school grounds or buildings.

Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System, Shelter-In-Place, Evacuate Building, or Off-Site Evacuation as described in Section 4.0.
The School Administrator will notify 911 and provide details regarding the extent of flooding.
Emergency broadcasts will be monitored for updates.
If evacuation is ordered, teachers will bring rosters, take attendance, and report missing students.
The School Administrator will notify the District Office and activate parent notification systems as appropriate.
An Off-Site Evacuation will be initiated if conditions warrant.

5.13 Loss or Failure of Utilities
This procedure addresses situations involving the loss of water, power, natural gas, or other utilities on school grounds. This procedure also applies to the discovery of a gas leak, exposed electrical line, or sewer line failure.

Procedure
If a water line or electrical line is broken, efforts should be made to shut off the affected utility if it can be done safely, and the School Administrator should be notified immediately.
Upon notification of a utility loss, the School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System, Shelter-In-Place, or Evacuate Building, as described in Section 4.0.
The School Administrator will notify maintenance personnel during regular hours or contact emergency numbers as outlined in this plan and will provide the location and nature of the issue. Additional personnel may be notified at the discretion of the School Administrator.
Maintenance personnel, in coordination with school administration, will contact the affected utility provider to determine required assistance and the anticipated duration of the outage.
The School Administrator will notify the District Office of the utility disruption.
School emergency supplies will be used as needed to compensate for the loss of service.
If the utility loss presents a risk of explosion, such as a gas leak, refer to Section 5.9, Explosion/Risk of Explosion.

In addition to the procedures listed above, the Incident Commander will implement the following plans based on the type of utility disruption.

Plan for a Loss of Water
This plan is intentionally generalized to provide flexibility based on weather conditions, duration of outage, time of day, and number of school sites affected. Student safety remains the primary consideration in all decisions regarding continued operations or school closure.

In most cases, a loss of water will not result in an immediate school closure. However, at some school sites, loss of water may be

directly connected to a loss of electricity, which could result in closure depending on overall conditions.
Once a determination is made regarding continued operation or closure, all personnel will be notified.
Some school sites rely on gravity-fed water systems supported by booster pumps and may be able to continue operations without significant impact.
The availability of sanitary restroom facilities will be a key factor in determining whether a school closure is necessary. Mitigation measures may include the use of supplemental water supplies, delivery of portable restrooms, or other temporary solutions.
Each school site maintains emergency sanitation buckets with toilet lids for extended use.
Each school site also maintains emergency water supplies that may be distributed as needed. Emergency water supplies should be rotated periodically to maintain freshness.
In major catastrophic events, such as earthquakes, additional measures may be required. Emergency supplies should be maintained to support alternative sanitation and water plans.

Plan for a Loss of Electricity
This plan is designed to provide flexibility based on weather, duration of the outage, time of day, and number of affected sites. Student safety and comfort are the primary considerations when determining whether to continue operations or close a school.

In general, a loss of electricity will not result in immediate school closure. Most classrooms receive sufficient natural light to continue instruction for short periods. Some classes may be relocated to maximize available lighting.
At sites that rely on electric heating, weather conditions and classroom comfort must be considered. Sites utilizing gas heating may still be affected if electrical thermostats are inoperable.
At some school sites, a loss of electricity may also result in a loss of water, which may necessitate closure depending on circumstances.
Once decisions regarding continued operation or closure are made, all personnel will be notified.
If the outage is related to an event with ongoing safety impacts, such as fire or chemical release, the loss of emergency bells must be considered. In such cases, runners or handheld public address devices may be used for communication.
Direct phone lines and cell phones may remain operational during outages, while multi-line phone systems may not. Handheld radios will be used to maintain communication with buses and off-campus personnel.
Although school sites are not equipped with full emergency generators, limited operations may be possible using smaller generators for office, food service, or communication needs.
For unplanned outages lasting multiple days, the ability to maintain essential operations will be evaluated when determining the need for school closure.

Plan for a Loss of Natural Gas
This plan provides flexibility based on weather conditions, duration of the outage, time of day, and number of affected sites, with student safety as the primary consideration.

In general, the loss of natural gas or propane will not result in immediate closure if other operations are unaffected. However, sites relying on gas or propane for heating must consider weather conditions and indoor comfort.
The ability to provide food services must be evaluated during outages of unknown duration.
If the loss of gas or propane is related to an on-campus incident involving fire or gas release, refer to the appropriate emergency procedures in this section.

Plan for a Loss of Communication
This plan provides flexibility based on weather, duration, time of day, and number of affected sites, with student safety as the primary consideration.

District communication systems include landline and cellular phones, radios, public address systems, and staff or student runners. Some or all systems may be affected during an emergency.
The loss of one or two communication methods will not typically result in school closure if alternate methods are available. However, the loss of multiple systems often coincides with electrical outages and must be evaluated accordingly.
Student or staff runners may be used to reduce the impact of phone or public address system outages.
Handheld radios or mobile radios in buses or district vehicles may be used if stationary radios are unavailable.
Loss of repeater access may significantly impact communication between buses and school sites. In such cases, direct unit-to-unit communication may be used, with strategically positioned mobile units relaying information as needed.

5.14 Motor Vehicle Crash
This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System, Duck and Cover, Shelter-In-Place, Evacuate Building, or Off-Site Evacuation as described in Section 4.0.
If the Evacuate Building action is issued, staff and students will evacuate using prescribed or other safe routes to the Assembly Area.
Teachers will bring student rosters, take attendance at the Assembly Area, and notify the Assembly Area Team of missing students.
The School Administrator will call 911 and provide the exact location and nature of the emergency.
The School Administrator will notify the District Office.
The Security/Utilities Team will secure the crash area to prevent unauthorized access.
If a fuel or chemical spill occurs, refer to Section 5.4. If utilities are affected, refer to Section 5.13.
The School Administrator will direct the Emergency Response Team to organize fire suppression until the Fire Department arrives.
The First Aid/Medical Team will assess injuries and provide first aid as needed.
Affected areas will not be reopened until cleared by appropriate authorities and authorized by the School Administrator.
An Off-Site Evacuation will be initiated if conditions warrant.

5.15 Psychological Trauma
Psychological trauma may result from emergencies such as acts of violence, death of a student or staff member, natural disasters, environmental incidents, or other critical events that disrupt normal school operations.

Procedure
Once physical safety has been ensured, attention will shift to meeting the emotional and psychological needs of students and staff.
The School Administrator will establish a Psychological First Aid Team based on staff skills and experience.
The Assembly Area Team will assess the need for crisis intervention services and provide direct support.
If additional assistance is required, the School Administrator will notify the District Office.
The Assembly Area Team will assist the School Administrator in restoring normal school functions.
Staff will limit student exposure to scenes of trauma when possible.
Ongoing assessment and follow-up services will be provided as needed.

5.16 Suspected Contamination of Food or Water
This procedure applies when food or water contamination is suspected due to tampering, suspicious activity, or notification from district or local agencies.

Procedure
The School Administrator will isolate the suspected food or water source and restrict access.
The School Administrator will notify 911, the District Office, and the Kern County Department of Environmental Health Services.
A list of potentially affected students and staff will be prepared and provided to responding agencies.
The First Aid/Medical Team will assess medical needs and provide care as appropriate.
The School Administrator will maintain a log documenting symptoms, exposure, and relevant details.
Normal operations will not resume without consultation with the Kern County Department of Environmental Health Services.
Parents will be notified as appropriate.

5.17 Threat of Violence
This procedure applies when a threat is received that may target an individual, group, or the school community.

Procedure
The School Administrator will identify the nature of the threat and attempt to determine the source.
A Threat Assessment will be conducted in coordination with law enforcement and district administration.
The Threat Assessment Team will evaluate warning signs, risk factors, and potential for escalation.
The team will determine appropriate actions and recommend next steps.
If needed, crisis intervention services will be provided to support students and staff.

5.18 Unlawful Demonstration or Walkout
An unlawful demonstration or walkout is an unauthorized assembly by students or staff for protest purposes.

Procedure
Staff will immediately notify the School Administrator upon indication of a demonstration or walkout.
The School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System or Shelter-In-Place.
The School Administrator will notify law enforcement and the District Office.
The Request/Reunion Gate Team will control student ingress and egress at the Main Gate.
Students not participating will remain in classrooms with doors secured.
The Documentation staff member will maintain accurate records of events.
Media inquiries will be referred to the Public Information Officer.
Parents will be notified as appropriate.

6.0 Other Emergency Information
The School Administrator must have access to emergency communication systems and contact information to support response efforts.

Alert System 1 (Parent)
Alert System 2 (School Personnel)
Site Plot Plan and Vicinity Map
Emergency Phone Numbers
Emergency Drills

6.1 Alert System 1 (Parent)
Parent contact information is maintained in the school office.

6.2 Alert System 2 (School Personnel)
A current list of staff contact numbers is maintained in the school office.

6.3 Site Plot Plan and Vicinity Map
Site maps and vicinity maps are provided in Appendix C and identify emergency resources, evacuation routes, and assembly areas.

6.4 Emergency Phone Numbers

School Name
Frazier Mountain High School

School Address
700 Falcon Way, Lebec

School Phone
248-0310

District
Principal
Mike Vogenthaler
248-0310

School Health Aide
Holly Ortega
248-0310

Non-District
Gas Company

248-6655

County Department of Health Services
(661) 321-3000
(800) 611-1911

Local Fire Station
Lebec
911

Local Fire Station
Frazier Park
911

Local Fire Station
Pine Mountain Club
911

Kern County Sheriff
Frazier Park
861-3110

Medical Clinic
Frazier Mountain Community Health Center
245-1833

Hall Ambulance
800-924-4882

Adaptations for Students with Disabilities

Adaptations for Students with Disabilities
Emergency procedures at Frazier Mountain High School include appropriate adaptations for students with disabilities. Students with IEPs or Section 504 Plans may require individualized supports during emergencies, including assistance with mobility, communication, medical needs, or supervision. Staff members are assigned as needed to support students requiring additional assistance during evacuation, shelter-in-place, lockdown, or reunification procedures. Emergency planning and drills take into consideration accessibility and the safety needs of all students to ensure full participation and protection during emergency situations.

Public Agency Use of School Buildings for Emergency Shelters

Public Agency Use of School Buildings for Emergency Shelters
The American Red Cross and the Kern County Fire Department may use Frazier Mountain High School as an emergency shelter during community emergencies. Use of school facilities for emergency shelter purposes is coordinated through the El Tejon Unified School District and local emergency response agencies. School operations will resume only after the facility has been cleared for re-occupancy by appropriate authorities.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

(C) School Suspension, Expulsion, and Mandatory Expulsion Guidelines

Frazier Mountain High School follows El Tejon Unified School District Board Policies and Administrative Regulations governing

student discipline, suspension, and expulsion, in accordance with California Education Code sections 48900–48927.

Suspension and expulsion are used only when other means of correction have failed or when a student's presence poses a danger to persons or property or threatens to disrupt the instructional process. In alignment with state law, students in kindergarten through grade twelve shall not be suspended or expelled for willful defiance or disruption, except as permitted under Education Code section 48910.

The school emphasizes alternatives to exclusionary discipline through the use of Multi-Tiered System of Supports (MTSS), including restorative practices, trauma-informed approaches, counseling, and positive behavioral interventions designed to address the underlying causes of student behavior and support a positive school climate.

Suspension or expulsion shall not be imposed solely on the basis of truancy, tardiness, or absences. When a student is suspended for two or more school days, homework assignments will be provided upon request of the parent, guardian, or student, in accordance with California Education Code.

Suspension and expulsion data are reviewed as part of the Assessment of the Current Status of School Crime and are used to identify trends, guide school safety planning, and inform continuous improvement efforts.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

(D) Procedures to Notify Teachers of Dangerous Pupils (Education Code 49079)

Frazier Mountain High School follows El Tejon Unified School District Board Policies and Administrative Regulations regarding the notification of teachers about pupils who pose a potential danger, in accordance with California Education Code section 49079 and Welfare and Institutions Code sections 827 and 828.3.

The Principal or designee shall notify teachers, counselors, and administrators who have direct instructional, supervisory, or disciplinary responsibility for a pupil when the District has information, based on records maintained in the ordinary course of business or received from law enforcement or the courts, that the pupil has engaged in or is reasonably suspected of having engaged in conduct described in Education Code section 48900 (except subdivision (h)) within the previous three school years.

Notification shall be provided in a timely, confidential, and discreet manner and shall include only information necessary to enable staff to protect students and themselves and to maintain a safe and orderly learning environment. Information shared under this section is strictly confidential and shall not be further disseminated, except as permitted by law.

The District, its officers, and employees shall not be civilly or criminally liable for providing information pursuant to Education Code section 49079, unless it is proven that the information was knowingly false or provided with reckless disregard for its truth or falsity. Any employee who knowingly fails to provide required notification may be subject to criminal penalties as provided by law.

When the school receives notice from a juvenile court or law enforcement agency regarding a pupil's criminal conduct, such information shall be maintained in a confidential file at the school site, transferred to any subsequent school of enrollment, and destroyed in accordance with applicable law.

These procedures are reviewed annually as part of the Comprehensive School Safety Plan and are designed to ensure staff awareness while safeguarding student privacy and supporting school safety.

(E) Sexual Harassment Policies (EC 212.6 [b])

(E) Sexual Harassment Policies (Education Code 212.6[b])

El Tejon Unified School District is committed to maintaining a learning and working environment that is free from unlawful

discrimination, harassment, intimidation, and bullying, including sexual harassment. Sexual harassment is a form of discrimination based on sex and is prohibited by state and federal law.

The District's policies prohibit sexual harassment of students, staff, and others in all school programs, activities, and employment practices. This includes conduct by students, employees, or third parties that is sufficiently severe, pervasive, or persistent to limit a student's ability to participate in or benefit from the educational program.

Uniform Complaint Procedures (UCP)

Complaints alleging discrimination, harassment, intimidation, or bullying based on a protected characteristic, including sexual harassment, shall be filed and investigated pursuant to the District's Uniform Complaint Procedures (UCP).

A student, parent/guardian, employee, or other individual or organization may file a written complaint with the site Principal and/or the District Superintendent. Complaints should be filed no later than six months from the date the alleged conduct occurred, unless the complainant obtains an extension in accordance with law.

The District shall investigate complaints filed under UCP and issue a written decision within sixty (60) calendar days of receipt of the complaint, unless the complainant agrees in writing to an extension. The investigation may include interviews with involved parties and witnesses, review of relevant records, and visits to locations where the alleged conduct occurred. The complainant shall be notified when a decision is made.

If the complainant or respondent is dissatisfied with the decision, an appeal may be filed with the Governing Board within five (5) business days. A further appeal may be filed with the California Department of Education within fifteen (15) calendar days of receiving the District's decision, in accordance with applicable law.

If a complaint is found to have merit, the District shall take appropriate corrective action.

Mandated Reporting and Child Abuse

All school employees are mandated reporters and are legally required to report suspected child abuse or neglect, including sexual abuse, assault, or exploitation, immediately to an appropriate law enforcement agency or county child welfare agency, in accordance with Penal Code section 11164 et seq.

When sexual harassment rises to the level of suspected child abuse, employees shall make a mandated report in addition to any administrative response. The District provides annual training to all employees regarding their mandated reporter responsibilities and the procedures for identifying and reporting suspected child abuse and neglect.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

(F) School-wide Dress Code Relating to Gang-Related Apparel (Education Code 35183)

Frazier Mountain High School has adopted a schoolwide student dress code pursuant to Education Code section 35183. The dress code is enforced on campus and at all school-sponsored activities by the Principal or designee.

The District prohibits students from wearing gang-related apparel. For purposes of this Comprehensive School Safety Plan, gang-related apparel is defined as clothing, accessories, jewelry, symbols, colors, insignia, bandanas, emblems, or other items that, when worn or displayed on campus or at school-sponsored activities, reasonably could be determined to threaten the health, safety, or orderly environment of the school by indicating affiliation with, or support of, a criminal street gang.

Gang-related apparel is not considered protected speech under Education Code section 48950.

The District's student dress code and expectations regarding appropriate attire, including gang-related apparel, are outlined in the District's Board Policy and Administrative Regulation on student attire, as well as the Frazier Mountain High School Student

Handbook. Students who are not in compliance with the dress code may be required to change clothing, be provided loaner clothing, or contact a parent or guardian.

Dress code violations are addressed progressively and may include warnings, parent contact, detention, Saturday School, suspension, and/or referral to an alternative education program, consistent with District policy and administrative regulation.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff

(Education Code 35294.2)

Frazier Mountain High School has established procedures to ensure the safe ingress and egress of pupils, parents, staff, and visitors to and from the school campus during regular school hours, special events, and emergency situations.

Campus Access and Visitor Procedures
All visitors are required to enter the campus through the main office, sign in, and obtain a visitor pass prior to accessing school grounds. Campus gates are monitored during the school day to limit unauthorized access. Staff are assigned supervision duties during arrival and dismissal to support student safety and campus security.

Traffic and Parking Procedures
Designated parking areas and traffic flow patterns are established for staff, parents, buses, and student drop-off and pick-up. Parents and guardians are expected to follow posted signage and directions from staff to ensure safe and orderly traffic movement. Bus loading and unloading occurs in designated areas to reduce pedestrian and vehicle conflicts.

Pedestrian and Bicycle Safety
Students are encouraged to use designated walkways and crosswalks when entering and exiting campus. Bicycle riders are expected to follow traffic laws and secure bicycles in designated bike rack areas. Staff monitor pedestrian movement during peak arrival and dismissal times.

Emergency Ingress and Egress
In the event of an emergency requiring evacuation, lockdown, shelter-in-place, or off-site evacuation, ingress and egress procedures are implemented in accordance with the school's Emergency Procedures and Incident Command System. Designated evacuation routes, access points for emergency responders, and assembly areas are identified on the Frazier Mountain High School Evacuation and Egress Map, located in Appendix C of this plan.

Coordination with Emergency Responders
Ingress and egress routes are maintained to allow immediate access for emergency vehicles. The Security/Utilities Team and Incident Commander coordinate with local law enforcement and fire agencies to manage traffic flow and secure access points during emergencies.

These procedures are reviewed annually and practiced through drills to ensure students, staff, and parents are familiar with safe ingress and egress expectations.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

To maintain a safe, orderly, and inclusive school environment that supports student learning, positive behavior, emotional well-being, and preparedness for emergencies.

Component:

Safe and Orderly School Environment

Element:

This component focuses on school climate, student behavior, supervision, and emergency preparedness. While serious safety incidents are infrequent, ongoing efforts are necessary to reinforce positive behavior expectations, address student social-emotional needs, and ensure staff are trained and prepared to respond effectively to safety concerns.

Frazier Mountain High School will continue to implement positive behavior supports, restorative practices, and counseling interventions as appropriate. Staff will monitor behavior and attendance data to identify trends and address concerns early. The school will maintain consistent supervision, visitor control procedures, and safe ingress and egress practices to support campus safety.

Emergency preparedness remains a priority. Required safety drills will be conducted, and staff will receive annual training on emergency procedures, mandated reporting, and school safety protocols. These efforts are intended to reduce disruptions, improve school climate, and ensure that students and staff feel safe, supported, and prepared.

Progress toward this goal will be reviewed annually through analysis of discipline data, attendance trends, staff feedback, and the Comprehensive School Safety Plan review process.

Opportunity for Improvement:

Programs for students at the high school that promote positive decision-making, student engagement, leadership development, and post-graduation readiness in order to reduce involvement in criminal activity after graduation.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve student conduct.	Safe School Ambassadors	KCSOS	Sue Brown	CA Dashboard
	Implement PBIS	KCSOS	Vogenthaler	CA Dashboard
	Student Voice Ambassadors	KCSOS	Sara Haflich	CA Dashboard
	Career readiness and postsecondary planning to increase engagement and reduce risk behaviors.	KCSOS. Industry partners. Community College partners.	Mike Vogenthaler	High Quality CTE Evaluation
	Counseling, mental health, and social-emotional supports to address underlying behavior needs.	Trauma Counseling. Community Schools.	Sue Brown	Community Schools grant reporting.
	School and community partnerships that connect students to workforce and pro-social supports.	KCSOS. Industry partners. Community College partners.	Mike Vogenthaler	High Quality CTE Evaluation
	Consistent use of restorative practices to address behavior while keeping students connected to school.	PBIS/restorative practice coaching, SEL supports, discipline alternatives training	Brian Raymond	CA Dashboard

Goal

Reduce overall student suspension rates while maintaining a safe, orderly, and supportive learning environment.

Component:

Frazier Mountain High School Suspension Rates

Element:

Student Behavior and Discipline Practices

Opportunity for Improvement:

While overall suspension rates are in the Green performance level and have declined, continued focus is needed to reduce disproportionality among student groups and expand the consistent use of positive, restorative, and preventative behavior supports as alternatives to suspension.

Source: California School Dashboard (2025 Suspension Rate)

Objectives	Action Steps	Resources	Lead Person	Evaluation
To reduce overall student suspensions	Establish and communicate clear, consistent behavioral expectations schoolwide	School Handbook, PBIS Framework	Brian Raymond / Mike Vogenthaler	CA Dashboard
	To reduce overall student suspensions	Implement PBIS strategies with fidelity across classrooms and common areas	Brian Raymond / Mike Vogenthaler	CA Dashboard
	To reduce overall student suspensions	Expand use of alternatives to suspension, including restorative practices and supervised interventions	Brian Raymond / Mike Vogenthaler	CA Dashboard

Goal

Improve student attendance and graduation rates through early intervention, student engagement, and college and career readiness supports.

Component:

Frazier Mountain High School Attendance and Graduation Rates

Element:

During the 2025 school year, 92.4% of students graduated from Frazier Mountain High School. (Student enrollment: 63 students). Source: https://www.caschooldashboard.org/reports/15751681530401/2022/academic-engagement

Opportunity for Improvement:

Attendance

Objectives	Action Steps	Resources	Lead Person	Evaluation

Improve attendance at FMHS	Daily and weekly monitoring of attendance	AERIES attendance records. Student Success Facilitator records.	Jackie Ryan	AERIES attendance report
	Meet with students to set attendance goals	AERIES attendance records. Student Success Facilitator records.	Jackie Ryan. Sue Brown. Maricruz. Ortiz.	AERIES attendance report
	Contact parents and guardians regarding attendance concerns and goals		Jackie Ryan. Sue Brown. Maricruz. Ortiz.	AERIES attendance report
Improve graduation rates at FMHS	Increase CTE offerings in the master schedule	CTE pathways. CCGI. Academic Innovations.	Mike Vogenthaler	CA Dashboard
Improve college and career indicators (CCI)	Increase college and career pathways embedded within the master schedule	CTE pathways. CCGI. Academic Innovations.	Mike Vogenthaler	CA Dashboard

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Frazier Mountain High School Student Conduct Code

Frazier Mountain High School maintains a Student Conduct Code consistent with Education Code 35291 and 35291.5. School discipline rules, expectations for student behavior, and progressive consequences are communicated to students and parents annually through the Frazier Mountain High School Student Handbook and are enforced on campus, at school-sponsored activities, and in school-related settings. Discipline procedures are administered by the Principal or designee in accordance with Education Code 48900–48927 and applicable District Board Policies and Administrative Regulations related to student discipline, suspension, and expulsion

Conduct Code Procedures

General Rules Governing Student Conduct
Cooperation is essential to maintaining an orderly campus and certain standards of behavior are expected from all students. As a student at Frazier Mountain High School you are expected to be aware of and accept your individual responsibilities and behavior.
Be responsible for yourself and your property
Be responsive to your school community
Be ready for each class period with the proper learning materials
Review and reflect as you go over each day's activities and lessons
Students are expected to be punctual to classes and attend on a regular basis,
Conform to regulations of the school
Obey directions of teachers and others of authority
Be diligent in study
Be respectful of teachers and others in authority, kind and obligating to Schoolmates
Refrain entirely from profanity and vulgar language.
(Art. Sec. 62; Title V CA Admin. Code)

Students must comply with school regulations, pursue the required courses of study, and submit to the authority of teachers (Ed. Code 48908). Students do not have the right to interfere with the learning process of others. Therefore students must follow teacher imposed and school class rules. You are responsible for your actions and the consequences for those actions. The Principal is responsible for administering student discipline. You can contact the Principal at (661) 248-0310.

Office Referrals:
Referrals are issued by the teacher or school staff for classroom or school infractions and are referred to the administration for disciplinary action. When a student receives a referral from a teacher, the teacher will contact the parent. Referrals determine part of the student's citizenship grade. Parents will be contacted by phone or e-mail. A parent conference may be held prior to returning a student to class. Any referral that violates Education Code 48900 may result in suspension.

Lunch Detention, After School Detention and Saturday School:
(Ed. Code 44807.5, C.C.R. Title 5, Sec. 353, AR 5144)
Lunch Detention is generally assigned to students who are tardy to class or have been issued a referral. Saturday School hours are from 8:30 a.m. until 12:00 p.m. and students are responsible for their transportation. Both detention and Saturday School must be served on the date assigned. Failure to serve will result in further disciplinary action by the administration.

The following is a summary of the suspension policy:
A student may be suspended from school for no more than five (5) consecutive school days. The total number of days a student may be suspended from school shall not exceed twenty (20) days in any school year, with the exception of the following situations:
The student is transferred to another regular school or continuation school in which case a maximum of thirty (30) days of suspension is allowed, or
The principal grants an extension of the suspension pending an expulsion hearing by the district expulsion panel or other disciplinary action.

(K) Hate Crime Reporting Procedures and Policies

Hate Crime Policies and Procedures – BP 5145.9

Hate-Motivated Behavior
The District is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur. The District shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. As necessary, the District shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior. When appropriate, students who engage in hate-motivated behavior shall be disciplined.

Reporting and Response Procedures
Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

Immediate Reporting
Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the District compliance officer responsible for coordinating the District's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

Student/Parent Reporting Options
A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the District's compliance officer, or other staff member.

Investigation and Resolution
Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the District's Uniform Complaint Procedures (AR 1312.3) or other applicable procedure. If, during the

investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Safety and Supportive Measures
Upon receiving a report, the school will take immediate steps, as appropriate, to stop the conduct, address safety concerns, and provide supports for impacted students (including counseling and restorative interventions when appropriate), while maintaining confidentiality consistent with student privacy requirements.

Evidence Preservation
When hate-motivated graffiti, vandalism, threats, or other criminal conduct is suspected, the school will preserve evidence when appropriate (e.g., photographing graffiti or damage) and coordinate with law enforcement regarding removal or remediation.

Confidentiality and Non-Retaliation
Reports and complaints will be handled as confidentially as possible, consistent with the need to investigate and respond. Retaliation against any person who reports, participates in an investigation, or supports another individual in reporting is prohibited and will result in corrective action and/or discipline.

(J) Procedures to Prepare for Active Shooters

(J) Procedures to Prepare for Active Shooters

In accordance with Education Code section 32282(a)(2)(J), this Comprehensive School Safety Plan includes procedures for conducting tactical responses to criminal incidents, including incidents involving individuals with firearms on school campuses or at school-related functions. These procedures are designed to prepare staff and students to respond effectively to an active shooter or other armed assailant based on the specific needs, layout, and context of the school and surrounding community.

The development and review of these procedures occurs in consultation with local law enforcement and emergency response partners. Certain tactical response details are intentionally excluded from publicly available versions of this plan to preserve the safety and security of students and staff.

Prevention and Preparedness

The school prioritizes prevention as the first and most critical component of school safety. Preventive measures include fostering a positive school climate, encouraging the reporting of concerning behaviors, and implementing behavioral threat assessment processes in collaboration with district personnel and law enforcement when appropriate. Staff members are trained to recognize and report behaviors that may indicate a potential threat, including verbal, written, electronic, or behavioral warning signs. Clear reporting pathways are established so concerns can be communicated promptly to administration for assessment and response. Preparedness activities include regular staff training, coordination with first responders, and the implementation of age-appropriate and trauma-informed drills.

Standard Response Actions

The school utilizes clear, plain-language emergency response actions to ensure consistency, reduce confusion, and support effective coordination with first responders. These actions may include Secure School and Lockdown procedures. Secure School is used when there is a potential or confirmed threat outside of school buildings. During a Secure School, exterior doors are secured, movement in and out of buildings is restricted, and instruction continues inside classrooms. Lockdown is used when there is an immediate threat on campus or inside a school building, such as an active shooter or armed intruder. The determination of which response action to initiate is made by the principal or designee in coordination with available information from staff, law enforcement, or emergency services.

Lockdown Procedures

When a lockdown is initiated due to an immediate threat, classroom and office doors are locked and secured when possible. Lights

are turned off and window coverings are closed if available. Students and staff move out of sight and remain quiet. Attendance and accountability of students are maintained to the extent possible under the circumstances. No one opens the door until an all-clear is communicated by administration or law enforcement. Staff are trained to exercise judgment based on real-time conditions and to prioritize safety at all times.

Considerations for Students and Staff with Access or Functional Needs

Emergency procedures are designed to account for individuals with access or functional needs, including physical, sensory, cognitive, medical, and mental health needs. Planning includes consideration of assistance or buddy systems when appropriate, the use of accessible communication methods, and flexibility in response actions based on individual needs. Staff receive guidance on supporting students with disabilities and other access or functional needs during emergency situations.

Training and Drills

The school conducts regular training and drills related to active shooter preparedness using trauma-informed practices. Drills are conducted without the use of simulated violence, fake weapons, gunfire sounds, or surprise tactics. Drill practices include providing advance notice to staff and, when appropriate, students and families; clearly explaining the purpose and procedures of the drill; offering opportunities for debriefing following drills; and ensuring the availability of counseling or support services as needed. Training emphasizes preparedness, clarity of roles, and emotional safety for all participants.

Coordination with Law Enforcement and Emergency Responders

The school maintains ongoing collaboration with local law enforcement and emergency responders to support preparedness, response planning, and recovery. Law enforcement agencies are consulted in the development and review of response procedures and may participate in training or planning exercises as appropriate. During an incident, law enforcement assumes command upon arrival, and school staff follow directives to support student safety and incident resolution.

Confidential Tactical Information

Specific tactical response strategies, detailed campus maps, and law enforcement procedures are maintained in secure locations and are not included in publicly available versions of the Comprehensive School Safety Plan. These materials are shared only with authorized personnel and emergency responders to ensure campus security.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Procedures for Preventing Acts of Bullying and Cyberbullying

The school is committed to maintaining a safe, inclusive, and respectful learning environment that is free from bullying, cyberbullying, harassment, intimidation, and discrimination. Preventing and responding to bullying behaviors is a critical component of school safety and supports a positive school climate conducive to learning.

Bullying prevention efforts focus on proactive education, early intervention, and consistent response to reported incidents. Students are encouraged to report bullying or cyberbullying concerns to school staff, counselors, or administrators. Reports may be made verbally, in writing, or through other established reporting mechanisms. All reports are taken seriously and reviewed promptly in accordance with district policies and applicable law.

Cyberbullying, including harassment or intimidation through electronic communication, social media platforms, text messages, or other digital means, is addressed when it impacts the school environment, student safety, or a student's ability to participate fully in school activities. School staff work collaboratively with students, families, and, when appropriate, law enforcement to address concerns related to cyberbullying.

Staff Training and Professional Learning

In accordance with Education Code section 32283.5, the school annually makes available the California Department of Education's online training resources related to addressing and preventing bullying and cyberbullying to all certificated staff and other school site employees who have regular interaction with pupils. This training supports staff understanding of bullying behaviors, reporting responsibilities, prevention strategies, and appropriate responses.

The school utilizes CDE-provided resources, including the CDE Online Bullying Training Module, as well as other state and nationally recognized bullying prevention resources as appropriate. Training opportunities may also include guidance from external organizations and evidence-based programs that support digital citizenship, positive peer interactions, and safe online behavior.

Prevention and School Climate

Bullying prevention is integrated into the school's broader efforts to promote positive behavior, respectful interactions, and social-emotional learning. Expectations for student conduct are clearly communicated and reinforced through classroom instruction, staff modeling, and schoolwide practices. Preventive strategies emphasize empathy, accountability, and responsible decision-making.

The school works to address bullying behaviors early and uses developmentally appropriate interventions to support students involved in bullying incidents, whether as targets, aggressors, or bystanders. Counseling and support services are made available as needed to address the social, emotional, and behavioral impacts of bullying.

Reporting, Investigation, and Response

When bullying or cyberbullying is reported, the school follows established procedures for documentation, investigation, and response in alignment with district policy and state law. Appropriate corrective actions and interventions are implemented based on the nature and severity of the incident. The school prioritizes student safety, confidentiality, and fairness throughout the response process.

Parents and guardians are notified as appropriate, and ongoing communication is maintained to support student well-being and resolution of concerns.

Ongoing Review and Continuous Improvement

Bullying prevention policies and procedures are reviewed regularly to ensure alignment with current legal requirements, best practices, and the needs of the school community. Feedback from students, staff, and families is considered when refining prevention efforts and training priorities.

Including bullying and cyberbullying prevention procedures within the Comprehensive School Safety Plan supports a coordinated approach to school safety and reinforces the school's commitment to a safe and orderly learning environment.

Opioid Prevention and Life-Saving Response Procedures

Opioid Prevention and Life-Saving Response Procedures

In accordance with Education Code section 32282(a)(2)(N), this Comprehensive School Safety Plan includes protocols outlining the steps to take in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose. This requirement applies to schools serving pupils in any of grades 7 through 12, inclusive, and is intended to ensure that staff are prepared to respond to acute, life-threatening medical emergencies on campus.

In alignment with California Education Code section 49414.3 and public health recommendations, Frazier Mountain High School has adopted opioid prevention and life-saving response procedures to address the ongoing opioid crisis and to protect the health and safety of students, staff, and visitors. These procedures were adopted as part of the Comprehensive School Safety Plan on [insert adoption date], and the school follows district-approved medical emergency and overdose response protocols to meet this mandate.

Purpose

The purpose of this procedure is to establish clear and effective protocols for recognizing the signs of an opioid overdose, administering emergency medication such as naloxone, and providing life-saving support until emergency medical services arrive. These procedures also support prevention through education, early identification of risk, and connection to appropriate support services.

Prevention Efforts

The school implements opioid prevention strategies through education, awareness, and access to support services. Age-appropriate instruction on substance use prevention and the dangers of opioid misuse is provided through health education, assemblies, and partnerships with public health and community-based organizations when available.

Staff receive annual training and information related to opioid misuse, overdose risk factors, and the importance of early intervention. The school counselor, in coordination with the school nurse and administration, provides resources, referrals, and support for students who may be at risk of substance misuse. Confidential counseling and outreach services are made available to students and families through district and community mental health partnerships as appropriate.

Life-Saving Response Protocol

When a student or other individual is suspected of experiencing an opioid overdose, staff are expected to respond immediately and treat the situation as a medical emergency. Indicators of a possible opioid overdose may include unresponsiveness, unconsciousness, slow or absent breathing, bluish or grayish lips or fingertips, or constricted pupils.

Emergency medical services are contacted immediately by calling 911 and reporting a suspected opioid overdose. Trained and authorized staff may administer naloxone in accordance with their training and district protocols. Cardiopulmonary resuscitation may be provided if the individual is not breathing or has no pulse. Staff remain with the individual and continue to monitor their condition until emergency responders arrive and assume care.

Post-Incident Procedures

Following an opioid-related medical emergency, the incident is documented by the Incident Commander, school nurse, or designee using the appropriate emergency medical incident reporting process. The school crisis team may conduct a follow-up review to assess the response, identify any needed supports, and determine appropriate communication with families and staff while maintaining confidentiality.

Support services are offered to affected students and staff as needed, and appropriate follow-up actions are taken in coordination with district administration and community partners.

Access and Storage of Naloxone

Frazier Mountain High School maintains an adequate supply of naloxone in accordance with state law and district procedures. Naloxone is stored in secure yet accessible locations on campus to ensure timely access during a medical emergency. Authorized personnel are informed of naloxone locations and access procedures.

Staff Training

Staff members who may be called upon to respond to medical emergencies receive annual training on recognizing opioid overdoses and administering naloxone. Training is coordinated through the district nurse or designee and includes information on emergency response steps, documentation requirements, and post-incident procedures. Completion of training is documented in accordance with district practices.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Response Procedures for Dangerous, Violent, or Unlawful Activities

In accordance with Education Code section 32282 and applicable state law, the Comprehensive School Safety Plan includes procedures to assess and respond to reports of dangerous, violent, or unlawful activity that is conducted or threatened on campus, at school-sponsored activities, or on school buses serving the school. These procedures are designed to support timely, coordinated, and effective responses that prioritize the safety of students, staff, and visitors.

Frazier Mountain High School maintains a proactive and preventative approach to identifying and responding to safety concerns in alignment with El Tejon Unified School District policies and in consultation with local law enforcement partners. All staff are considered Disaster Service Workers under California law and are expected to remain on site during emergencies to assist with response and recovery efforts as directed.

Purpose

The purpose of these procedures is to establish clear processes for identifying, reporting, responding to, and recovering from incidents involving dangerous, violent, or unlawful behavior. These behaviors may include threats of harm, possession or use of weapons, physical assaults, gang-related activity, criminal conduct such as vandalism, theft, or drug distribution, and the presence of unauthorized individuals on campus.

Prevention Measures

The school emphasizes prevention through supervision, early identification of risk, and strong communication among staff, students, families, and community partners. Administrators, teachers, and classified staff share responsibility for maintaining campus visibility and actively supervising students during instructional time, transitions, breaks, and before and after school. Physical security measures such as controlled access points, visitor sign-in procedures, fencing, and security cameras support campus safety and situational awareness.

Frazier Mountain High School utilizes a multidisciplinary threat assessment approach to evaluate and respond to concerning behaviors or reported threats. This process may involve administration, counseling staff, mental health professionals, and law enforcement as appropriate. The team considers available information, evaluates potential risk, and determines appropriate interventions, supports, or law enforcement involvement.

Students and staff are encouraged to report safety concerns promptly. Anonymous reporting options are publicized to allow students to share information about suspicious, dangerous, or unlawful behavior without fear of retaliation. Prevention education, including discussions related to digital citizenship, personal responsibility, and the consequences of unlawful actions, is integrated into classroom instruction and schoolwide activities.

Response Procedures

When an immediate danger or active threat is reported or observed, the principal or designee initiates the appropriate emergency response action, which may include Lockdown, Secure School, Shelter-in-Place, or evacuation, based on the nature and location of the threat. Emergency medical services and law enforcement are contacted immediately by calling 911, and detailed information is provided regarding the incident, including location, individuals involved, and the presence of weapons if known. Staff maintain communication with administration and follow directives from law enforcement. Students and staff remain in place until an all-clear is issued by the Incident Commander or law enforcement.

In accordance with Education Code section 49393, when a school official is alerted to or observes a threat or perceived threat of violence, the threat or perceived threat is immediately reported to law enforcement. This report includes copies of any documentary or other evidence associated with the threat, such as written statements, electronic communications, or images, as required by law.

When weapons or dangerous contraband are suspected on campus, staff do not attempt to intervene or disarm an individual. Concerns are reported immediately to administration. The school administrator conducts a risk assessment and takes appropriate action in accordance with district policy and California law. Law enforcement is contacted as necessary, and parents or guardians are notified in accordance with legal requirements.

In the event of violent altercations or physical assaults, trained staff intervene only when it is safe to do so. Administrative assistance or law enforcement support is requested as needed. Involved individuals are separated, medical attention is provided when necessary, and the incident is documented using established disciplinary and incident reporting procedures. Follow-up supports may include counseling services, restorative practices, behavioral interventions, or law enforcement referrals as appropriate.

Unauthorized individuals on campus are addressed promptly. All visitors are required to report to the front office and wear a visitor badge while on campus. Staff who encounter individuals without authorization report the concern to administration immediately. Law enforcement is contacted for noncompliant, suspicious, or threatening individuals.

Recovery and Follow-Up

Following an incident involving dangerous, violent, or unlawful activity, the Incident Command Team reviews the response to assess effectiveness and identify any needed adjustments to procedures. Counseling staff and designated support personnel provide emotional support, psychological first aid, and referrals to students and staff impacted by the incident.

Parents and guardians of involved students are notified in a timely manner and provided with information as permitted by law. Required documentation is completed and submitted to the district office, law enforcement, or state agencies as applicable. Ongoing monitoring and support are provided to promote recovery, restore a safe learning environment, and prevent recurrence.

Instructional Continuity Plan

Instructional Continuity Plan

In the event of a prolonged school closure or disruption to normal instructional operations due to a natural disaster, emergency, public health event, or other crisis, Frazier Mountain High School will implement the El Tejon Unified School District Instructional Continuity Plan to ensure that all students have access to meaningful learning opportunities and necessary supports. This plan aligns with state and district policies and reflects the District's Independent Study Board Policy, which was last adopted on February 12, 2025.

Instructional continuity planning supports the school's commitment to equitable access to education while prioritizing student safety, flexibility, and continuity of learning during emergency situations that prevent traditional in-person instruction.

Purpose

The purpose of the Instructional Continuity Plan is to ensure that teaching and learning continue to the greatest extent possible during emergencies that disrupt normal school operations. The plan establishes expectations for instructional delivery, communication, student support, and staff responsibilities while allowing for flexibility based on the nature and duration of the emergency.

Instructional Delivery

During an emergency that impacts in-person instruction, Frazier Mountain High School will implement instructional delivery models as directed by the District Instructional Continuity Plan. Instruction may be provided through in-person learning with necessary modifications, distance learning, or a combination of in-person and remote instruction. The selected model will be determined based on safety conditions, guidance from public health authorities, and district direction.

Instructional delivery will utilize district-approved platforms and resources. When digital access is limited, alternative instructional materials may be provided to ensure continuity of learning.

Student Access and Equity

The school prioritizes equitable access to instruction for all students during emergency conditions. Supports may include access to

technology and instructional materials, regular communication and check-ins with students and families, and accommodations or modifications for students with disabilities, English learners, and other students with identified needs, in accordance with applicable plans and services.

Communication

Clear and consistent communication is essential during emergency situations. The school communicates with students, parents, guardians, and staff using district-approved communication systems and platforms. Communications are provided in accessible formats and languages as needed. Teachers and support staff maintain regular contact with students and families to support engagement, monitor progress, and address concerns.

Staff Roles and Responsibilities

Staff roles and responsibilities during instructional disruptions are guided by district policy and administrative direction. Teachers are responsible for delivering instruction, monitoring student participation, and providing feedback. Support staff assist with outreach, access to resources, and student support services. Administrators coordinate implementation, oversee instructional continuity, and provide guidance and support to staff.

Assessment and Academic Monitoring

During prolonged disruptions, flexibility is applied to grading and assessment practices in accordance with district guidance. Student participation, engagement, and progress are monitored to inform instructional adjustments and identify areas where additional support is needed. Emphasis is placed on formative assessment and ongoing feedback.

Reentry and Recovery

When normal instructional operations resume, the school implements reentry and recovery practices to support students and staff. These may include academic assessments to identify learning needs, targeted interventions, credit recovery opportunities, and access to mental health and social-emotional supports. The effectiveness of instructional continuity practices is reviewed, and adjustments are made as needed in collaboration with the district.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on and adopted by Frazier Mountain High School on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Frazier Mountain High School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Frazier Mountain High School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Frazier Mountain High School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Frazier Mountain High School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Frazier Mountain High School’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Frazier Mountain High School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Procedures for Immigration Enforcement Notification

Frazier Mountain High School is committed to providing a safe and welcoming learning environment for all students, regardless of immigration status. In accordance with California law, including Education Code sections 234.7 and 32282, the school follows established procedures when immigration enforcement officers are reported or observed on or near campus to ensure appropriate verification, response, and notification.

Confirmation Protocol

When information is received that immigration enforcement personnel may be present on or near the schoolsite, the principal or designee is immediately notified. The principal serves as the designated staff member responsible for confirming the presence of immigration enforcement and determining whether notification requirements are triggered.

Confirmation occurs through direct observation, communication from staff, or contact with law enforcement agencies. The principal or designee verifies the identity, purpose, and scope of the enforcement activity to the extent permitted by law. School staff do not assist immigration enforcement officers in accessing students, staff, or records without appropriate legal authority.

Once the presence of immigration enforcement is confirmed and notification requirements are met, the principal coordinates required notifications in accordance with district procedures and applicable law. The superintendent or designee is informed promptly, and all actions are documented consistent with district and legal requirements. No information is shared beyond what is legally required, and student and family confidentiality is maintained at all times.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Required Notification Recipients

When immigration enforcement activity is confirmed on or near the school site and notification is required by law, Frazier Mountain High School ensures timely and appropriate notification to all required groups while maintaining confidentiality and complying with legal limitations.

Parents and guardians of pupils are notified as required, using district-approved communication methods and in a language they can understand when feasible. Notifications provide general information regarding the presence of immigration enforcement, the school's response, and available resources, without sharing personally identifiable information or details that could compromise student or family privacy.

Teachers are notified to ensure awareness of the situation and to support the emotional well-being and instructional needs of students. Notifications to teachers emphasize maintaining a safe, calm, and supportive learning environment and reinforce expectations regarding confidentiality and appropriate communication with students.

Administrators are notified immediately to coordinate site-level response, communication, documentation, and support services. Administrative notification ensures alignment with district procedures and facilitates coordination with the superintendent or designee.

School personnel who have regular interaction with students are notified as appropriate to ensure consistent supervision, student support, and adherence to school procedures. All notifications are limited to the information required by law and are designed to support student safety, continuity of instruction, and a secure school environment.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Notification Timing

Once the presence of immigration enforcement on or near the schoolsite has been confirmed and notification requirements are triggered, Frazier Mountain High School issues notifications as soon as practicable while prioritizing student safety, maintaining calm school operations, and ensuring accuracy of information.

Notifications are coordinated by the principal in consultation with the superintendent or designee to ensure consistency with district procedures and legal requirements. Timing of notifications takes into account the need to verify information, avoid unnecessary alarm, and support the emotional well-being of students and staff. Notifications are not issued until confirmation is complete and appropriate guidance has been received.

When notification is required, communication is provided within a reasonable timeframe following confirmation, allowing the school to prepare staff, maintain supervision, and ensure support services are available if needed. The school avoids real-time announcements that could disrupt instruction or create panic and instead uses controlled, district-approved communication methods to share information responsibly.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

Safety and Well-being Standard

The content and timing of any notification related to immigration enforcement activity shall prioritize the safety, emotional well-being, and privacy of pupils, employees, and community members of the schoolsite. Notifications are carefully crafted to provide necessary information without causing fear, panic, or disruption to the educational environment.

Communications are delivered in a calm, factual, and supportive manner and avoid language that could escalate anxiety or encourage speculation. The school considers the developmental needs of students and the potential impact of information on their sense of safety when determining how and when notifications are issued.

School administration ensures that appropriate supports, including counseling and mental health resources, are available as needed following notification. Staff are guided to maintain normal routines to the greatest extent possible and to provide reassurance and stability for students while respecting confidentiality and legal limitations.

All notification decisions are made with the intent to protect the school community, maintain trust, and uphold the school's responsibility to provide a safe and welcoming learning environment for all students and families.

Privacy Constraint

The notification shall not include any personally identifiable information.

Privacy Constraint

All notifications related to immigration enforcement activity strictly protect the privacy rights of students, families, and staff. Notifications do not include any personally identifiable information, including names, immigration status, student records, family

details, or other information that could directly or indirectly identify an individual.

Communications are limited to general information required by law and are designed to inform without disclosing sensitive or confidential details. The school complies with all applicable state and federal privacy laws, including the Family Educational Rights and Privacy Act, when issuing notifications.

School staff are reminded of their responsibility to maintain confidentiality and are prohibited from sharing personal information or engaging in speculation related to immigration enforcement matters. All actions taken under this procedure are intended to protect individual privacy while maintaining a safe and supportive school environment.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Notification Methods

Frazier Mountain High School uses secure, district-approved communication systems to provide timely and reliable notification related to immigration enforcement activity while supporting two-way communication as appropriate. Notification methods are selected to ensure information is delivered accurately, confidentially, and in a manner that supports student safety and calm school operations.

Primary notification methods include the district's mass communication system, secure email, and the school's official communication platforms or portals. These systems are used to distribute messages to parents and guardians, staff, and administrators and allow recipients to receive updates and, when appropriate, respond with questions or concerns through established channels.

All communication systems are maintained, updated, and tested regularly to ensure functionality during emergency situations. Staff responsible for issuing notifications are trained on proper use of these systems, and access is limited to authorized personnel. Backup communication methods are identified to ensure continuity of communication in the event of system outages or disruptions.

Notifications are delivered using language and formats that are accessible to the school community, including translated communications when needed. The school ensures that communication methods support confidentiality, comply with legal requirements, and reinforce trust between the school and its community.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Resource Provision

When appropriate and consistent with safety and legal considerations, notifications related to immigration enforcement activity may include links to additional resources to support students and families. Resource information is provided in a manner that is general, non-identifying, and supportive, and does not include personally identifiable information.

Resources may include information regarding educational rights, including a student's right to attend public school regardless of immigration status, and summaries of applicable state laws that protect the privacy and confidentiality of students and families. When available, notifications may also reference counseling, mental health, or family support services, including district-adopted model policies or community-based resources that support families impacted by immigration enforcement activity.

Resource links are selected to provide reassurance, accurate information, and access to support without causing fear or confusion.

The inclusion of resources is intended to promote trust, well-being, and continuity of learning while respecting confidentiality and maintaining a safe and welcoming school environment for all students and families.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Annual Evaluation

This plan is evaluated and reviewed by the school safety planning committee to ensure continued alignment with state law, district policy, and best practices related to school safety and student well-being. The evaluation process considers the effectiveness of procedures, staff training, communication practices, and coordination with external agencies.

The plan shall be evaluated at least once each year and may be amended as needed based on changes in law, guidance from the California Department of Education, district direction, or identified areas for improvement. Revisions are made in consultation with appropriate stakeholders, including administration, staff, and community partners as applicable.

Annual evaluation and revision of this plan support continuous improvement and ensure that procedures remain current, effective, and responsive to the needs of the school community.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

Public Availability

An updated file of all safety-related plans and materials shall be maintained by the school and made readily available for inspection by the public upon request, in accordance with applicable state law and district procedures. Publicly available materials are provided in a manner that supports transparency while protecting the safety and security of the school community.

Information that is confidential, sensitive, or related to tactical response procedures is excluded or appropriately redacted from materials made available for public inspection. The school ensures that public access to safety-related plans complies with legal requirements, including privacy protections and exemptions for sensitive security information.

Public availability of safety-related plans supports accountability, community trust, and ongoing collaboration to maintain a safe and orderly learning environment.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

State Guidance

Implementation and compliance with this plan align with the checklist for developing a Comprehensive School Safety Plan that the California Department of Education is required to maintain and conspicuously post on its internet website. The checklist serves as a reference to ensure that all required components are addressed and that the plan reflects current statutory requirements and recommended practices.

The school uses the Department of Education’s guidance and checklist as part of the annual review and update process to confirm that safety procedures remain compliant, comprehensive, and responsive to the needs of the school community. Alignment with state guidance supports consistency, accountability, and continuous improvement in school safety planning.

Procedures Regarding Pupil Smartphone Use During Emergencies

Procedures Regarding Pupil Smartphone Use During Emergencies

In accordance with Assembly Bill 962, Frazier Mountain High School includes the following procedures in its Comprehensive School Safety Plan to maintain the authority to limit or prohibit pupil smartphone use during an emergency or perceived threat of danger when necessary to protect student safety and support effective emergency response. Inclusion of this section preserves the school's ability to manage smartphone use during emergencies while balancing student communication needs and well-being.

These procedures apply only during emergency situations or perceived threats and do not replace or supersede the school's existing cell phone, earbud, and smart watch policy governing day-to-day instructional use.

Purpose

The purpose of these procedures is to ensure that pupil smartphone use during emergencies supports safety, accurate communication, and coordinated response efforts. Limiting or directing smartphone use during emergencies may be necessary to prevent the spread of misinformation, reduce panic, maintain situational awareness, support law enforcement response, and ensure that official communications are clear and effective.

Authority and Policy Alignment

The authority to limit or prohibit pupil smartphone use during emergencies is exercised in alignment with district policy and state law. The governing board is responsible for developing and adopting a policy regarding pupil smartphone use that promotes evidence-based practices supporting pupil learning and well-being, with required stakeholder participation, no later than July 1, 2026, and for updating that policy at least once every five years.

Frazier Mountain High School implements these procedures consistent with the district's adopted policies and directives during emergency situations.

Emergency Use and Limitations

During an emergency or perceived threat of danger, the principal or Incident Commander may temporarily limit, prohibit, or direct pupil smartphone use when such action is necessary to support safety objectives. Decisions regarding smartphone use are based on the nature of the emergency, the need for coordinated response, and guidance from law enforcement or emergency responders.

Students may be directed to refrain from using smartphones if use interferes with emergency response actions such as lockdowns, evacuations, sheltering, or reunification procedures. When appropriate and safe, students may also be directed to use smartphones for specific purposes, including receiving official instructions or communicating with parents or guardians as directed by school administration.

Communication and Student Support

The school prioritizes clear and timely communication with students, staff, and families during emergencies using district-approved communication systems. Limitations on pupil smartphone use do not restrict the school's responsibility to provide accurate information to families or to support student emotional well-being.

Staff provide guidance and reassurance to students regarding when and how communication with families will occur. Counseling and support services are made available as needed following emergency situations.

Review and Stakeholder Involvement

Procedures related to pupil smartphone use during emergencies are reviewed as part of the annual Comprehensive School Safety Plan evaluation process. Updates are informed by changes in law, district policy, best practices, and input from pupils, parents, educators, and community partners as appropriate.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Mandatory Policy Adoption and Review Requirements

The governing board of El Tejon Unified School District is responsible for the development, adoption, and periodic review of the policy governing pupil smartphone use during emergencies or perceived threats of danger. The policy was adopted on September 3, 2025, and will be reviewed and updated at least once every five years, or sooner as required by law.

The goal of the policy is to promote evidence-based smartphone use practices that support pupil learning, safety, and well-being while preserving the school's ability to manage communication and maintain effective emergency response during critical incidents. The policy balances the need for student access to communication with the importance of accurate information, reduced panic, and coordinated safety actions.

Development and review of the policy include meaningful stakeholder involvement, consistent with statutory requirements. Stakeholder participation includes input from pupils, parents or guardians, educators, and school administrators through appropriate forums such as surveys, committees, public meetings, or advisory groups. Documentation of stakeholder engagement is maintained by the district and informs ongoing policy refinement to ensure responsiveness to community needs and best practices.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Non-Prohibitable Circumstances for Pupil Smartphone Use

Frazier Mountain High School recognizes that certain circumstances require pupil access to a smartphone and that these circumstances may not be prohibited, including during emergencies or perceived threats of danger. Procedures are in place to ensure that staff recognize and respect these exceptions while maintaining student safety and appropriate supervision.

Pupil smartphone use is permitted when a teacher or administrator grants permission, subject to any reasonable limitations imposed by that teacher or administrator. Such permission may be granted to support instructional needs, communication, safety considerations, or other appropriate purposes as determined by school staff.

Pupil smartphone possession or use is also permitted when a licensed physician and surgeon determines that access to a smartphone is necessary for the health or well-being of the pupil. Medical determinations are honored in accordance with documentation provided to the school and consistent with district health and safety procedures.

In addition, a pupil's smartphone possession or use may not be prohibited when it is required as part of the pupil's individualized education program. Accommodations, supports, or assistive technology identified in an individualized education program are implemented as written to ensure the pupil's access, participation, and well-being. Staff are informed of applicable requirements and ensure compliance during both routine school activities and emergency situations.

These non-prohibitable circumstances are respected at all times, and staff exercise discretion to balance individual pupil needs with overall campus safety and emergency response objectives.

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan is developed, reviewed, and updated annually to ensure effectiveness, legal compliance, and alignment with current safety practices. School safety planning is a dynamic and ongoing process that requires continuous evaluation, stakeholder collaboration, and timely revision to address emerging risks, changes in law, and the evolving needs of the school community.

Frazier Mountain High School evaluates and amends its Comprehensive School Safety Plan as needed and at least once each year to ensure the plan is properly implemented and remains current.

Responsibility for Review and Evaluation

The School Site Council is responsible for the annual review and oversight of the Comprehensive School Safety Plan in accordance with California Education Code section 32286. The School Site Council may delegate responsibility for drafting or revising the plan to a Safety Planning Committee. At a minimum, the Safety Planning Committee includes the principal or principal's designee, one teacher, one classified employee, and one parent or guardian of a pupil attending the school. Additional stakeholders, including students at the secondary level, community members, and district personnel, may participate as appropriate.

The School Site Council and Safety Planning Committee conduct regular safety and security assessments as part of the review process. These assessments support identification of strengths, vulnerabilities, and areas for improvement across campus operations, facilities, and emergency procedures.

Consultation with First Responders

As part of the annual update process, the School Site Council or Safety Planning Committee consults with representatives from local first responder agencies. Consultation includes, at a minimum, law enforcement, the fire department, and other emergency response entities as appropriate. The purpose of these consultations is to ensure alignment with current emergency response practices, coordination protocols, and community safety resources.

Annual Review Process

The annual review process begins during the fall semester of each school year. The Safety Planning Committee examines relevant data, including incident reports, emergency drill evaluations, suspension and expulsion trends, attendance and behavior data, and feedback from staff and students. Based on this review, the committee identifies areas for improvement and recommends updates to assignments, procedures, contact information, and protocols. Updates may also reflect changes in law, district policy, facility improvements, or evolving community risks.

Recommended revisions are reviewed and approved by the School Site Council prior to adoption.

Adoption, Public Meeting, and Approval Timeline

Each school reviews, updates, and adopts its Comprehensive School Safety Plan no later than March 1 of each year. Prior to adoption, the School Site Council presents the plan at a public meeting held at the school site to allow for public input. The school provides notice of the public meeting using multiple communication methods to ensure community awareness.

Once adopted, the plan is submitted to the El Tejon Unified School District for approval. The School Site Council also provides notification of the updated plan to the Governing Board in accordance with Education Code section 32288.

Distribution and Accessibility

Following adoption and district approval, the Comprehensive School Safety Plan is shared with all school personnel and made available for public inspection in accordance with applicable law. The plan, including any updates made during the school year, is

provided to local law enforcement, the fire department, and other relevant first responder agencies to support coordinated emergency response.

Mid-Year Amendments

When significant changes occur during the school year, including staffing changes, facility modifications, updated emergency procedures, or emerging community risks, the Safety Planning Committee may convene to recommend mid-year amendments to the plan. Any amendments are reviewed and approved by the School Site Council, communicated to staff and stakeholders, and distributed to appropriate first responder agencies.

State Reporting

The district annually notifies the California Department of Education by October 15 of any schools that have not complied with Comprehensive School Safety Plan requirements, in accordance with state law.

Emergency Contact Numbers

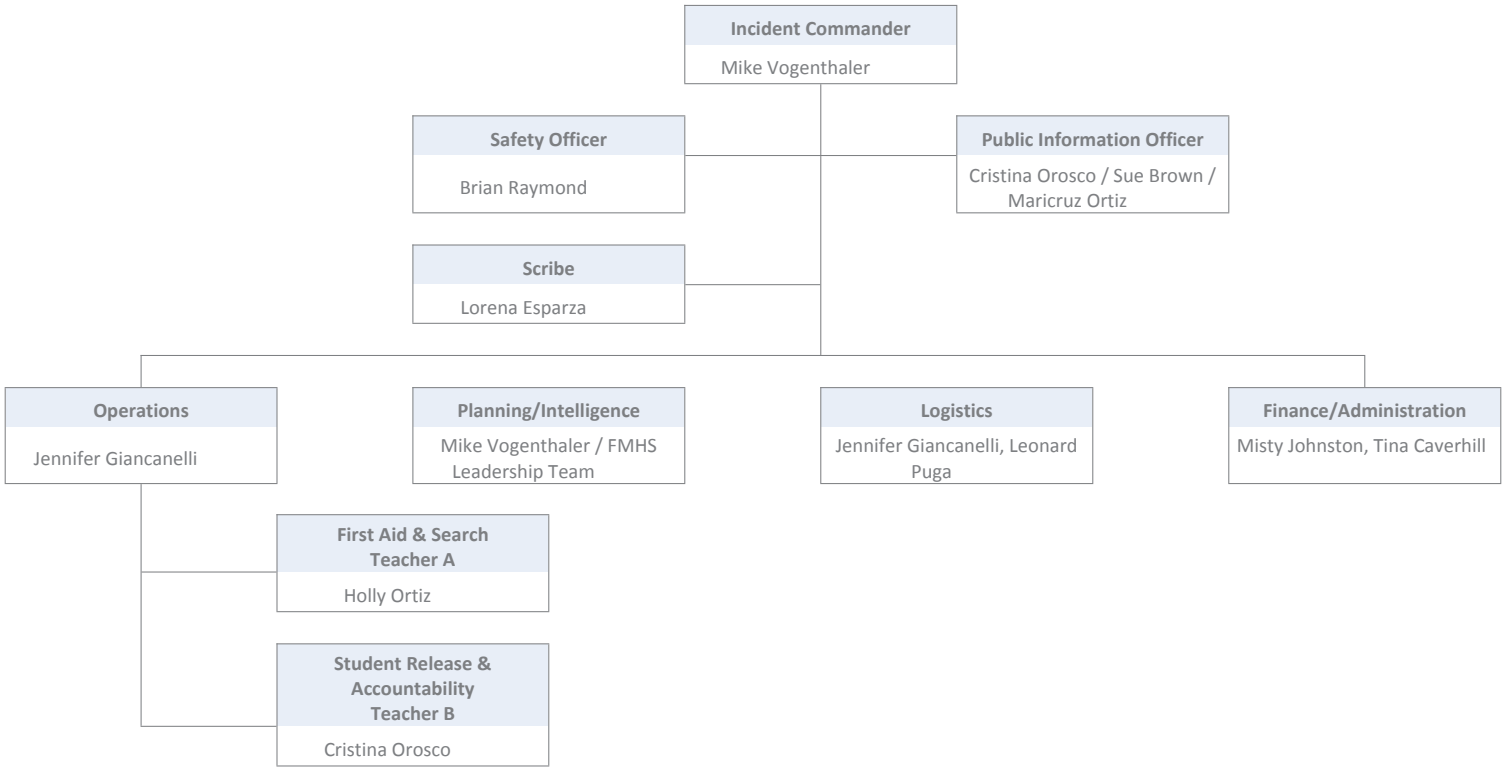
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	El-Tejon CHP	()661)-248-6655	1033 Lebec Rd, Lebec, CA 93243
Law Enforcement/Fire/Paramedic	Kern County Sheriff Frazier Park Substation	(661)-245-3440	617 Monterey Trail, Suite #C Frazier Park, CA. 93225
Law Enforcement/Fire/Paramedic	Kern County Fire Station 55 Tejon Ranch	(661)-858-2490	5441 Dennis McCarthy Drive Lebec, California, 93243
Law Enforcement/Fire/Paramedic	Los Angeles County Fire Department Station 77	(661)-248-5284	46833 Ralphs Ranch Road Lebec, California, 93243
Public Utilities	Lebec County Water District	(661)-248-6872	323 Frazier Mountain Park Road, Lebec, CA 93243
Public Utilities	Kern County Public Works	(661)-862-5100	300 Landfill Road, Lebec 93243
Public Utilities	Pacific, Gas, and Electric	1-877-660-6789	
Public Utilities	Southern CA Electric	1-800-655-4555	
Local Hospitals	Frazier Mountain Community Health Center	(661)-862-5422	704 Lebec Road Lebec, CA 93243
City Services	Kern County Department of Human Services	(661) 631-6000	100 E. California Ave, Bakersfield, CA 93307

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
School Site Council	09/24/2025	See minutes
School Site Council	01/07/2026	See minutes
School Site Council	04/22/2026	See minutes

Frazier Mountain High School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through standardized terminology, organizational structures, and operational procedures. SEMS supports effective coordination among schools, districts, and responding agencies during emergencies.

SEMS is organized into five functional areas: Management, Planning and Intelligence, Operations, Logistics, and Finance and Administration. These functions establish clear roles and responsibilities and are used for all emergency response activities at the school site.

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Emergency Response Guidelines

This section outlines Frazier Mountain High School's structured approach to emergency response and aligns with the Comprehensive School Safety Plan requirements for disaster procedures, routine and emergency plans, and crisis response planning. Emergency response procedures are designed to support timely decision-making, coordinated action, and the protection of students, staff, and visitors during emergency situations.

3.0 Initial Response to Emergencies

When an emergency situation occurs, school personnel must act promptly to determine appropriate initial response actions. Determining the correct course of action is a structured three-step process that includes identifying the type of emergency, identifying the level of the emergency, and determining any immediate actions that may be required to protect life and safety.

Each step of this process supports informed decision-making and effective coordination under the Standardized Emergency Management System and the Incident Command System. Procedures for specific response actions are detailed in subsequent sections of the Comprehensive School Safety Plan.

3.1 Identify Type of Emergency

The first step in responding to an emergency is identifying the type of emergency that has occurred. Accurate identification supports selection of the appropriate response procedures and activation of necessary resources. Emergency procedures for a range of potential incidents are addressed in later sections of this plan.

Types of emergencies that may impact the school include, but are not limited to, aircraft crashes, animal disturbances, armed assaults on campus, biological or chemical releases, bomb threats, bus disasters, disorderly conduct incidents, earthquakes, explosions or risks of explosion, fires in surrounding areas, fires on school grounds, flooding, loss or failure of utilities, motor vehicle crashes, psychological trauma incidents, suspected contamination of food or water, threats of violence, and unlawful demonstrations or walkouts.

Once the type of emergency is identified, school personnel proceed with assessing the severity and determining the appropriate response actions as outlined in the sections that follow.

Step Two: Identify the Level of Emergency

3.2 Identify Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. Emergency situations at a school site may range from minor incidents that can be managed internally to large-scale disasters requiring coordinated response from multiple outside agencies. Correctly identifying the level of emergency supports appropriate activation of resources, communication protocols, and response actions.

To assist with classification, emergency situations are categorized using a three-tiered system.

A Level 1 Emergency is a minor incident that can be managed by school personnel without assistance from outside agencies. Examples include a temporary power outage, a minor earthquake, or a minor injury occurring on campus. These incidents typically do not disrupt overall school operations and can be addressed using existing school resources.

A Level 2 Emergency is a moderate incident that requires assistance from outside agencies. Examples include a fire, a moderate earthquake, a suspected act of terrorism involving the dispersion of a potentially hazardous material such as an unknown substance, or an emergency affecting more than one school site. Level 2 emergencies may require partial activation of emergency response

procedures and coordination with first responders.

A Level 3 Emergency is a major incident that requires significant assistance from outside agencies and may impact multiple school sites or the entire district. Examples include a major earthquake, civil disturbance, or large-scale act of terrorism. During Level 3 emergencies, response times from outside agencies may be significantly delayed, requiring school personnel to rely on established emergency procedures and internal coordination until additional support becomes available.

Once the level of emergency has been identified, school personnel determine and implement the appropriate immediate response actions as outlined in subsequent sections of the Comprehensive School Safety Plan.

When you're ready, the next logical

Step Three: Determine the Immediate Response Action

3.3 Determine Immediate Response Actions

Once the type and level of an emergency have been identified, the Superintendent assesses the need to activate the Emergency Operations Center. Activation of the Emergency Operations Center is generally considered when requests for resources are coming from multiple school sites or when a large demand for resources is made from a single school site.

At the school level, individual school site personnel may determine that an immediate response action is required based on the conditions observed. Immediate response actions are intended to protect life, stabilize the situation, and prevent further harm while additional information and resources are gathered.

The most common immediate response actions initiated during school emergencies include Duck and Cover, Shelter-in-Place, Lock Down, Evacuate Building, Off-Site Evacuation, and All Clear. Selection of the appropriate response action depends on the nature of the emergency, the level of threat, and guidance from administration or emergency responders.

Procedures for each immediate response action are outlined in Section 4.0 of the Comprehensive School Safety Plan. School personnel follow these procedures under the direction of the Incident Commander and in alignment with the Standardized Emergency Management System and Incident Command System protocols.

Step Four: Communicate the Appropriate Response Action

Step Four: Communicate the Appropriate Response Action

Clear, timely, and consistent communication is essential during an emergency. Once the appropriate immediate response action has been determined, school administration communicates the action to staff and students using available communication systems. Communication is delivered in a calm, reassuring manner and includes clear directions to support student and staff safety. When standard communication systems are unavailable, alternative methods are used to ensure instructions are received.

4.0 Immediate Response Actions

Immediate response actions are implemented to protect students and staff from harm and to stabilize the situation. These actions are directed by the Incident Commander and carried out in alignment with the Standardized Emergency Management System and Incident Command System.

4.1 Duck, Cover and Hold

Duck, Cover and Hold is implemented to protect students and staff from flying or falling debris during seismic activity or similar events. When this action is initiated, the Principal announces instructions over the public address system. If the public address system is unavailable, other means of communication are used to deliver instructions. The announcement is delivered calmly and includes reassurance and clear directions.

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

If indoors, teachers instruct students to duck under desks or tables and cover their heads with their arms and hands. If outdoors, teachers instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands. Teachers and students move away from windows and objects that may fall.

4.2 Shelter-in-Place

Shelter-in-Place is implemented to keep students and staff indoors and isolated from outdoor hazards, particularly airborne contaminants. During Shelter-in-Place, exposure to outside air is avoided and heating, ventilation, and air conditioning systems are shut down. Movement within interior buildings may continue unless otherwise directed, though classrooms in bungalows or buildings with exterior passageways remain secured.

The Principal announces Shelter-in-Place instructions using the public address system or alternative communication methods if necessary. The announcement is calm, reassuring, and provides clear guidance.

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

If indoors, teachers keep students in classrooms until further instructions are given. If outdoors, students proceed to their classrooms if it is safe to do so. When movement to assigned classrooms is unsafe, staff direct students to the nearest appropriate indoor space. Missing students or incorrect classroom assignments are reported to the office when safe.

Teachers secure classrooms while designated staff assist with shutting down HVAC systems, turning off fans, closing and locking doors and windows, sealing gaps as feasible, and eliminating potential ignition sources.

4.3 Lock Down

Lock Down is implemented when there is an identified threat of violence or gunfire or when directed by law enforcement. The purpose of Lock Down is to prevent unauthorized access to occupied areas and protect students and staff. During Lock Down, students remain in secured locations at all times.

The Principal communicates Lock Down instructions via the public address system or alternative methods if necessary. Communication is calm, clear, and directive, and may include use of available technology.

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

If indoors, teachers instruct students to move out of sight, lie on the floor as appropriate, lock doors, and close shades or blinds when safe. If outdoors, students proceed to classrooms if safe or are directed to nearby secured buildings. Missing students or incorrect classroom assignments are reported to the office when safe.

Classrooms remain secured until the Principal or law enforcement issues further instructions. Communication is limited to essential intruder-related information. Campus entrances are secured, and only authorized emergency personnel are permitted access.

4.4 Evacuate Building

Evacuation is implemented when it is determined that remaining in a building is unsafe. The Principal announces evacuation instructions using the public address system or alternative communication methods.

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

A fire alarm may be activated to support evacuation. Teachers lead students along designated evacuation routes to assigned assembly areas, take attendance using student rosters, and report status as directed. Students and staff remain in assembly areas until further instructions are provided.

4.5 Off-Site Evacuation

Off-site evacuation is implemented when it is unsafe to remain on campus and relocation to a designated off-site area is required. This decision is made based on information from emergency agencies or verified sources.

The Principal announces off-site evacuation instructions using available communication methods.

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

The Principal determines the safest evacuation method, which may include walking or transportation by school buses. Off-site assembly locations are identified in the vicinity map. Teachers maintain student rosters, take attendance upon arrival, and remain with students until further instructions are given. Return to campus occurs only when authorized by appropriate agencies.

4.6 All Clear

All Clear is communicated when the emergency has ended and normal operations may resume. The Principal announces the All Clear using the public address system or alternative communication methods.

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

Once All Clear is given, teachers support students as they transition back to normal activities. When appropriate, classroom discussions or activities address student concerns, fears, and emotional needs following the incident.

Types of Emergencies & Specific Procedures

Aircraft Crash

5.1 This procedure addresses situations involving an aircraft crash on or in proximity to school property. If an aircraft crash results in a fuel or chemical spill on school property, response actions follow the procedures outlined in Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, response actions follow the procedures outlined in Section 5.13, Loss or Failure of Utilities.

When an aircraft crash occurs, the School Administrator initiates appropriate Immediate Response Actions, which may include Duck and Cover, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation, as described in Section 4.0. The selected response action is based on the location, severity, and conditions associated with the incident.

If Evacuate Building is initiated, staff and students evacuate using prescribed evacuation routes or other safe routes to the designated Assembly Area. Teachers bring their student rosters, take attendance once assembled, and report any missing or unaccounted-for students to the Assembly Area Team.

The School Administrator contacts emergency services by calling 911 and provides the exact location and nature of the emergency. The District Office and Superintendent are notified as soon as practical.

If the crash occurs on school property, the Security and Utilities Team secures the crash area to prevent unauthorized access. When safe to do so, the Emergency Response Team organizes initial fire suppression activities until the Fire Department arrives. The First Aid and Medical Team assesses injuries and provides appropriate first aid until emergency medical personnel assume care.

Affected areas of the campus remain closed until clearance is provided by the appropriate emergency response agency and the School Administrator authorizes reopening. The Assembly Area Team coordinates counseling, psychological first aid, and recovery support for students and staff as appropriate.

If conditions change and it becomes unsafe to remain on campus, the School Administrator initiates an Off-Site Evacuation in accordance with procedures outlined in Section 4.0.

Animal Disturbance

5.2 Animal Disturbance

This procedure is implemented when the presence of a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff on or near school property.

When an animal disturbance is identified, the School Administrator initiates appropriate Immediate Response Actions, which may include activation of the Incident Command System, Lock Down, or Evacuate Building, as described in Section 4.0. The selected response action is based on the location of the animal, the level of threat, and current conditions on campus.

Upon discovery of an animal, staff attempt to isolate the animal from students when it is safe to do so. If the animal is outside, students are kept inside buildings. If the animal is inside a building, students remain outside in a safe area away from the animal. Doors, gates, or other physical barriers may be secured to limit the animal’s movement and prevent access to occupied areas.

If additional assistance is required, the School Administrator contacts emergency services by calling 911 and notifies Animal Control or the Department of Fish and Wildlife to report the location of the animal and the nature of the emergency.

If a staff member or student is injured, the School Nurse is notified, parents or guardians are contacted as appropriate, and Student Medical Services are engaged in accordance with established medical response procedures.

If conditions change and it becomes unsafe to remain on campus, the School Administrator initiates an Off-Site Evacuation in accordance with procedures outlined in Section 4.0.

Armed Assault on Campus

5.3 Armed Assault on Campus

An armed assault on campus involves one or more individuals attempting to take hostages or cause physical harm to students and staff. Such incidents may involve firearms, knives, or other harmful devices and require immediate, coordinated response to protect life and safety.

Upon the first indication of an armed assault, school personnel immediately notify the School Administrator. The School Administrator initiates appropriate Immediate Response Actions, which may include activation of the Incident Command System, Shelter-in-Place, Lock Down, Evacuate Building, or Off-Site Evacuation, as described in Section 4.0. The selected response action is based on the nature, location, and severity of the threat and guidance from law enforcement when available.

The School Administrator contacts emergency services by calling 911 and provides the exact location and nature of the incident. When safe to do so, a designated staff member remains on the line with law enforcement to provide updates. If a law enforcement officer is assigned to the campus, that officer is notified immediately.

Staff take steps to calm and control students and, when safe to do so, maintain separation between students and the perpetrator. Staff maintain order in classrooms, assembly areas, or shelter locations and follow directions provided by administration and law enforcement.

Once the perpetrator or perpetrators have been neutralized, the School Administrator conducts a headcount of students and staff and informs law enforcement of any missing or unaccounted-for individuals. The First Aid and Medical Team coordinates with local authorities to ensure that injured students and staff receive appropriate medical attention.

The Security and Utilities Team controls access to all points of entry to the school to support law enforcement operations and maintain campus security. The School Administrator prepares a verified list of injured or deceased individuals and the locations to which they have been transported and ensures that parents or guardians are notified in accordance with established procedures.

The District Office and Superintendent are notified to coordinate response efforts and to designate a Public Information Officer for media inquiries. Following stabilization of the incident, the School Administrator conducts a debrief with staff and school law enforcement to review response actions and identify areas for improvement.

Biological or Chemical Release

5.4 Biological or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological, chemical, or radioactive substance in a solid, liquid, or gaseous state. Such incidents may include the discharge of acid in a school laboratory, an overturned vehicle carrying hazardous materials near the school, or an explosion or release from a nearby industrial facility. These incidents pose significant health risks and require immediate, coordinated response.

Indicators of a possible biological or chemical release may include multiple individuals experiencing watery eyes, twitching, choking, loss of coordination, or difficulty breathing. Additional indicators may include the presence of distressed animals or dead birds in or around the affected area.

Response procedures for biological or chemical releases address three possible scenarios. School personnel first determine which scenario applies and then implement the appropriate response actions described below.

Scenario 1 Substance Released Inside a Room or Building

When a biological or chemical substance is released inside a room or building, the School Administrator initiates Evacuate Building procedures as described in Section 4.0. Staff evacuate students using designated routes or other safe routes to an assigned Assembly Area located upwind of the affected room or building.

The School Administrator calls 911 and provides the exact location and nature of the emergency and notifies the District Superintendent. The Incident Command System is activated, and the Security and Utilities Team isolates and restricts access to potentially contaminated areas. Local fans are turned off, doors and windows are closed, and the building air handling system is shut down.

Individuals who have come into direct contact with hazardous substances wash affected areas with soap and water, and contaminated clothing is removed and contained. Bleach or other disinfectants are not used on exposed skin. Individuals who have been topically contaminated by liquid substances are separated from unaffected individuals when appropriate. The First Aid and Medical Team assesses the need for medical attention.

The Assembly Area Team prepares a list of all individuals who were in the affected room or contaminated area, including identification of those who may have had direct contact with the substance. This information is provided to the School Administrator and emergency responders. The School Administrator completes the Biological and Chemical Release Response Checklist as required. The Assembly Area Team coordinates counseling and recovery support.

Affected areas remain closed until clearance is provided by the appropriate agency and authorization is given by the School Administrator.

Scenario 2 Substance Released Outdoors and Localized

When a biological or chemical substance is released outdoors and is localized, the School Administrator directs staff to immediately remove students from affected areas and relocate them to an upwind location. Evacuate Building procedures are initiated as necessary in accordance with Section 4.0.

The Security and Utilities Team establishes a safe perimeter around the affected area and ensures that no one reenters the contaminated zone. The School Administrator contacts 911 and notifies the District Superintendent. Local fans are turned off, windows and doors are closed, and air handling systems for affected buildings are shut down.

Individuals who have come into direct contact with hazardous substances follow decontamination procedures using soap and water, with contaminated clothing removed and contained. Disinfectants are not used on exposed skin. Individuals with topical contamination may be separated from unaffected individuals as appropriate. The First Aid and Medical Team evaluates the need for medical care.

The Assembly Area Team prepares a list of individuals who were in the contaminated area, particularly those with potential direct exposure, and provides this information to the School Administrator and emergency responders. Counseling and recovery support are initiated as appropriate. Affected areas remain closed until clearance is provided by the appropriate agency and authorization is given by the School Administrator.

Scenario 3 Substance Released in Surrounding Community

When a biological or chemical substance is released in the surrounding community and poses a potential risk to the school, the School Administrator initiates Shelter-in-Place procedures as described in Section 4.0.

Upon initiation of Shelter-in-Place, the Security and Utilities Team shuts down local fans, closes and locks doors and windows, shuts down building air handling systems, seals gaps under doors and windows when feasible, seals vents as appropriate, and turns off potential ignition sources.

Students and staff who are outdoors proceed immediately to nearby buildings or classrooms. Teachers communicate their locations to the School Administrator using available communication systems without leaving secured areas. The School Administrator contacts 911, notifies the District Superintendent, and monitors emergency information through official radio or television sources.

The school remains in a Shelter-in-Place condition until clearance is provided by appropriate agencies or further direction is given by the School Administrator.

Bomb Threat/ Threat Of violence

5.5 Bomb Threat

Response to a bomb threat is initiated upon the discovery of a suspicious package on campus grounds or upon receipt of a threatening phone call or message that may present a risk of explosion.

If a bomb threat is received by telephone, the person receiving the call attempts to keep the caller on the line as long as possible while signaling another individual to contact emergency services by calling 911. The caller to emergency services provides identifying information, states that a bomb threat is being received on another line, and shares the phone number receiving the threat if available.

The person receiving the call gathers as much information as possible by asking questions regarding when the bomb will explode, where it is located, what will cause it to explode, what type of bomb is involved, the identity of the caller, the reason for the threat, what actions may prevent detonation, and how the caller can be contacted. All information is documented using the Bomb Threat Report form and the School Administrator is notified immediately.

The School Administrator directs designated Search and Rescue personnel to conduct a visual search for suspicious packages, boxes, or foreign objects. During the search process, cell phones, pagers, and hand-held radios are turned off to reduce the risk of radio frequency activation of an explosive device.

If a suspicious object is identified, one team member reports the discovery to the School Administrator while other personnel secure the immediate area. No attempt is made to touch, investigate, or examine the object.

Following the search, the School Administrator determines appropriate Immediate Response Actions, which may include Duck and Cover, Lock Down, Evacuate Building, or Off-Site Evacuation, as described in Section 4.0. When a suspicious object or bomb is confirmed or strongly suspected, Evacuate Building procedures are initiated immediately.

During evacuation, staff and students use prescribed or alternative safe routes to the designated Assembly Area. Teachers bring student rosters, take attendance once assembled, and report missing or unaccounted-for students to the Assembly Area Team.

The School Administrator contacts 911 if not already notified and provides the exact location and nature of the threat. The District Superintendent is notified of the situation. The Assembly Area Team convenes onsite to begin counseling, psychological first aid, and recovery support.

School activities do not resume until affected buildings are inspected and cleared by appropriate authorities. The School Administrator issues the All Clear as described in Section 4.0 when it is safe to do so. If conditions change and remaining on campus becomes unsafe, the School Administrator initiates an Off-Site Evacuation in accordance with Section 4.0.

Following resolution of the incident, the School Administrator ensures completion and documentation of the Bomb Threat Report in accordance with established procedures.

Bus Disaster

5.6 Bus Disaster

These procedures apply to bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency occurring while students are being transported to or from school or are on a field trip. If there are no students on the bus at the time of the incident, the driver reports to the nearest school site.

This section addresses three possible bus disaster scenarios, including an earthquake, flooding, and a serious accident or bus fire. Bus drivers first determine which scenario applies and then implement the appropriate response actions. A copy of these procedures is maintained in the emergency packet of each school bus. Drivers may need to make immediate independent decisions based on the nature of the emergency, the age of the students, the bus location, or other unique circumstances.

Scenario 1 Earthquake

When an earthquake occurs, the bus driver initiates Duck, Cover and Hold procedures as described in Section 4.0. The driver stops the bus away from power lines, bridges, overpasses, buildings, overhanging trees, potential landslide areas, or other hazards. The emergency brake is set, the ignition is turned off, and the driver waits until the shaking stops.

After shaking has ceased, the driver checks for injuries and provides first aid as appropriate. If the bus is disabled, the driver remains in place with students until assistance arrives. The driver contacts the School Administrator to report the bus location and the condition of the students and vehicle. The School Administrator determines additional notifications and briefs the District Superintendent.

If instructed to continue the route, the driver proceeds based on direction provided. When en route to school, student pickup may continue if safe. When dropping students off, drop-off occurs only when a responsible adult is present at the bus stop. If a responsible adult is not present, alternate instructions are followed as directed by the School Administrator.

If it is not possible to return to the school, the driver proceeds to the nearest designated shelter identified on the bus route map. Upon arrival, the driver notifies the School Administrator and remains with students until further instructions are received. At no time does the driver attempt to cross bridges, overpasses, or tunnels that may have been damaged. The driver accounts for all students throughout the incident.

Scenario 2 Flood

When flooding conditions are encountered, the bus driver does not drive through flooded streets or roadways. The driver takes an alternate route when possible or waits for public safety personnel to determine that travel is safe. If the bus becomes disabled, the driver remains in place with students until assistance arrives.

The driver contacts the School Administrator to report the bus location and condition of students. The School Administrator determines appropriate notifications and briefs the District Superintendent. The driver avoids crossing damaged bridges or overpasses and continues to account for all students throughout the emergency.

Scenario 3 Serious Accident or Bus Fire

In the event of a serious accident or bus fire, the driver parks the bus in a safe location, sets the emergency brake, and turns off the ignition. If a fire is present or poses a risk, the driver evacuates the bus immediately and moves students to a safe distance.

The driver checks for injuries and provides first aid as appropriate. Emergency services are contacted by calling 911 and providing the exact location of the bus. The driver notifies the School Administrator to report the location and condition of students. The School Administrator determines additional notifications and briefs the District Superintendent.

The driver remains with the students and the disabled bus until assistance arrives and accounts for all students throughout the incident.

Cardiac Arrest

5.7 Cardiac Arrest

A cardiac arrest is a life-threatening medical emergency in which an individual’s heart stops beating effectively and requires immediate intervention. Prompt recognition and response are critical to increasing survival outcomes.

When a cardiac arrest is suspected, school personnel immediately notify the School Administrator and activate the school's medical emergency response. Emergency medical services are contacted by calling 911, and the exact location and condition of the individual are provided.

Trained staff initiate cardiopulmonary resuscitation and deploy an automated external defibrillator if available. Cardiopulmonary resuscitation and defibrillation continue until emergency responders arrive and assume care. Staff follow current training protocols and act within the scope of their certification.

The First Aid and Medical Team responds to support care and assists with crowd control and access for emergency responders. The Security and Utilities Team ensures that emergency personnel have clear access to the scene and controls the surrounding area to maintain safety and privacy.

The School Administrator notifies the District Office and Superintendent as soon as practicable. Parents or guardians are notified in accordance with district procedures and applicable law when a student is involved.

Following the incident, counseling and support services are made available to students and staff as needed. The School Administrator ensures required documentation is completed and conducts a debrief with involved personnel to review response actions and identify opportunities for improvement.

Disorderly Conduct

5.8 Disorderly Conduct

Disorderly conduct involves behavior by a student, staff member, or other individual that is threatening, disruptive, or irrational and may pose a risk to the safety of the school environment. If the individual is believed to be armed, response actions follow the procedures outlined in Section 5.3, Armed Assault on Campus.

When disorderly conduct is observed, staff take reasonable steps to calm and control the situation and, when it is safe to do so, attempt to isolate the individual from other students and staff. Staff immediately notify the School Administrator of the situation.

The School Administrator initiates appropriate Immediate Response Actions, which may include activation of the Incident Command System, Shelter-in-Place, Lock Down, Evacuate Building, or Off-Site Evacuation, as described in Section 4.0. The selected response action is based on the severity of the behavior and the level of threat present.

The School Administrator contacts 911 to request a law enforcement response. If an immediate threat is not clearly evident, the School Administrator or a trained staff member may attempt to de-escalate the situation by approaching the individual in a calm, non-confrontational manner and requesting that the individual leave the campus. Staff avoid actions that could escalate the situation or create additional risk.

When the individual involved is a student, an effort is made to notify the family as appropriate. Family members may provide information that assists in resolving the situation safely.

The School Administrator notifies the District Superintendent of the incident and coordinates follow-up actions as necessary. Counseling and support services are provided to students and staff as appropriate following the incident.

Earthquake

5.9 Earthquake

Earthquakes generally occur without warning and may cause minor to severe ground shaking, structural damage, and injuries. Even mild tremors can create hazardous conditions due to falling or flying debris. These procedures are implemented in response to all earthquakes, regardless of magnitude.

At the first indication of an earthquake, staff remain calm and direct students to Duck, Cover and Hold procedures as described in Section 4.0. Students and staff move away from windows and overhead hazards to reduce the risk of injury from glass or falling objects.

Once the shaking stops, the School Administrator initiates Evacuate Building procedures as described in Section 4.0. Staff and students evacuate buildings using designated routes or other safe routes to the assigned Assembly Area. Teachers bring student rosters, take attendance once assembled, and report any missing or unaccounted-for students to the Assembly Area Team.

The School Administrator directs the Security and Utilities Team to post guards at a safe distance from building entrances to prevent reentry. The Security and Utilities Team alerts school personnel to fallen electrical wires and ensures that no one touches or approaches downed lines.

The First Aid and Medical Team checks for injuries and provides appropriate first aid. The School Administrator directs the Security and Utilities Team to notify appropriate utility providers regarding any damage to gas, power, water, or sewer systems.

If conditions appear safe, the Emergency Response Team conducts an initial inspection of school buildings to identify injured or trapped individuals. The School Administrator contacts the District Superintendent to determine whether additional actions are necessary.

The Security and Utilities Team assesses buildings for safety and suitability for reoccupancy. When safe to do so, the Emergency Response Team conducts further inspections for hazards and maintains a log of findings by building, providing periodic updates to the Incident Commander. No affected areas are reopened until clearance is provided by the Security and Utilities Team or local authorities and authorization is given by the School Administrator.

If conditions change and remaining on campus becomes unsafe, the School Administrator initiates an Off-Site Evacuation in accordance with Section 4.0.

If an earthquake occurs during non-school hours, the School Administrator and Plant Manager assess damage to determine necessary corrective actions and may direct the Security and Utilities Team to assist with the assessment. The School Administrator consults with the District Superintendent to determine whether the school should be closed. If closure is required, the School Administrator activates the Parent Alert System and School Personnel Alert System as outlined in this plan.

Explosion or Risk Of Explosion

5.10 Explosion or Risk of Explosion

This section addresses situations involving an explosion or the risk of an explosion. Four possible scenarios are considered, including an explosion on school property, a risk of explosion on school property, an explosion or risk of explosion in a surrounding area, and a nuclear blast or explosion involving radioactive materials. School personnel first determine which scenario applies and then implement the appropriate response procedures. Procedures for bomb threats are addressed separately in Section 5.5.

Scenario 1 Explosion on School Property

When an explosion occurs on school property, all individuals initiate Duck, Cover and Hold procedures as described in Section 4.0. The School Administrator considers the possibility of additional explosions and takes appropriate precautions.

Following the initial explosion, the School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building, or Off-Site Evacuation, as described in Section 4.0. Some buildings may require evacuation while others may be used for shelter depending on conditions.

If evacuation is initiated, staff and students evacuate using designated or alternate safe routes to the Assembly Area. Teachers bring student rosters, take attendance once assembled, and report missing or unaccounted-for students to the Assembly Area Team.

The School Administrator contacts 911 and provides the exact location and nature of the emergency. The First Aid and Medical Team

checks for injuries and provides appropriate first aid. When safe to do so, staff may attempt to suppress small fires using appropriate fire extinguishers based on the type of fire present.

The Security and Utilities Team notifies appropriate utility providers regarding damage to water, sewer, power, or gas lines and posts guards at a safe distance from affected buildings to prevent unauthorized entry. When conditions allow, the School Administrator directs the Emergency Response Team to initiate search and rescue operations.

Buildings affected by the explosion remain closed until cleared by appropriate agencies and authorization is given by the School Administrator. If conditions change and remaining on campus becomes unsafe, the School Administrator initiates an Off-Site Evacuation in accordance with Section 4.0.

Scenario 2 Risk of Explosion on School Property

When a risk of explosion is identified on school property, the School Administrator initiates appropriate Immediate Response Actions, which may include Duck, Cover and Hold, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation, as described in Section 4.0.

If Evacuate Building is initiated, staff and students evacuate using designated or alternate safe routes to the Assembly Area. Teachers bring student rosters, take attendance, and report missing students to the Assembly Area Team.

The School Administrator contacts 911 and provides the exact location and nature of the potential hazard. Staff may attempt to suppress small fires with appropriate extinguishers when it is safe to do so. The Emergency Response Team may be directed to initiate rescue operations as conditions permit.

The Security and Utilities Team notifies appropriate utility providers of any damage. The District Superintendent is notified of the situation. Affected areas remain closed until clearance is provided by appropriate agencies and authorization is given by the School Administrator. If an explosion occurs, response actions follow the procedures outlined in Scenario 1. An Off-Site Evacuation is initiated if conditions warrant.

Scenario 3 Explosion or Risk of Explosion in Surrounding Area

When an explosion or risk of explosion occurs in the surrounding community and may impact the school, the School Administrator initiates Shelter-in-Place procedures as described in Section 4.0.

Emergency services are contacted by calling 911, and the School Administrator provides the location and nature of the incident. Additional actions are taken as necessary based on guidance from emergency responders. The school remains in a Shelter-in-Place condition until clearance is provided by the appropriate agency and further instructions are issued by the School Administrator.

Scenario 4 Nuclear Blast or Explosion Involving Radioactive Materials

In the event of a nuclear blast or explosion involving radioactive materials, the School Administrator initiates Shelter-in-Place procedures as described in Section 4.0. Staff and students establish barriers or shielding between themselves and the source of the blast when possible and avoid areas near exterior windows.

The School Administrator contacts 911 and provides information regarding affected areas and personnel. After the initial blast, students are relocated from rooms with broken windows, fires are extinguished when safe, first aid is provided, and students are moved from upper floors when feasible.

The Security and Utilities Team shuts off the main gas supply, turns off local fans, closes and locks doors and windows, shuts down building air handling systems, seals gaps and vents when feasible, and eliminates ignition sources. The School Administrator monitors official emergency broadcasts and initiates additional actions as appropriate.

When safe and at the discretion of the School Administrator, designated personnel may distribute emergency supplies such as food and water. The school remains in a Shelter-in-Place condition until clearance is provided by appropriate agencies and further instructions are issued.

Extreme Weather

5.12 Extreme Weather

Extreme weather incidents may include severe storms, high winds, extreme heat, extreme cold, heavy rain, snow, ice, or other weather conditions that pose a threat to the safety of students and staff. These events may develop rapidly or be forecast in advance and require flexible response actions based on current conditions.

When extreme weather conditions are anticipated or observed, the School Administrator monitors official weather advisories and determines appropriate response actions. The School Administrator initiates Immediate Response Actions as necessary, which may include Shelter-in-Place, Evacuate Building, or Off-Site Evacuation, as described in Section 4.0.

If Shelter-in-Place is initiated, students and staff remain indoors, away from windows, exterior doors, and potential hazards. Classroom activities may be modified to maintain safety, and movement on campus is limited as conditions require.

If evacuation is required due to structural concerns, flooding, or other weather-related hazards, staff and students evacuate using designated or alternate safe routes to the Assembly Area. Teachers bring student rosters, take attendance once assembled, and report missing or unaccounted-for students to the Assembly Area Team.

The Security and Utilities Team monitors campus conditions, addresses hazards such as fallen trees, debris, or utility damage, and notifies appropriate utility providers as needed. The First Aid and Medical Team provides care for weather-related injuries or illnesses, including heat-related or cold-related conditions.

The School Administrator communicates with the District Superintendent to determine whether additional actions are required, including schedule adjustments, early dismissal, or school closure. Parents and guardians are notified as appropriate through established communication systems.

School operations do not resume normal activities until conditions are deemed safe. Any affected areas remain closed until inspected and cleared, and authorization is given by the School Administrator.

Fire in Surrounding Area

5.13 Fire in Surrounding Area

This procedure addresses situations in which a fire is discovered in an area adjoining or near the school. Response actions are determined based on the size and location of the fire, its proximity to the school, prevailing weather conditions, and the likelihood that the fire, smoke, or related hazards may impact campus safety.

When a fire in the surrounding area is identified, the School Administrator initiates appropriate Immediate Response Actions, which may include activation of the Incident Command System, Shelter-in-Place, Lock Down, Evacuate Building, or Off-Site Evacuation, as described in Section 4.0.

The School Administrator contacts 911 and provides the location and nature of the emergency. The Security and Utilities Team is directed to prevent students from approaching the affected area and to keep access routes clear for emergency vehicles.

The School Administrator contacts the local fire department and works collaboratively to assess whether the fire, smoke, or other hazardous conditions pose a threat to school grounds. Information from law enforcement, official media sources, and emergency management websites is monitored for updates.

If Evacuate Building is initiated, staff and students evacuate affected buildings using designated or alternate safe routes to the Assembly Area. Teachers bring student rosters, take attendance once assembled, and report missing or unaccounted-for students to the Assembly Area Team.

The School Administrator maintains access to emergency information through a battery-powered radio and activates the Parent Alert System as appropriate to communicate updates to families. The District Superintendent is notified of the emergency situation.

If conditions warrant, the School Administrator contacts the District Office to request transportation support for staff and student evacuation. An Off-Site Evacuation is initiated in accordance with Section 4.0 if changing conditions make remaining on campus unsafe.

Fire on School Grounds

5.14 Fire on School Grounds

This procedure addresses situations in which a fire is discovered on school grounds. Prompt and coordinated response is critical to protect life, prevent injuries, and minimize property damage.

Upon discovery of a fire, teachers or staff immediately direct all occupants out of the affected area, activate the fire alarm, and report the fire to the School Administrator. The School Administrator immediately initiates the Incident Command System and Evacuate Building procedures as described in Section 4.0. Staff and students evacuate using designated or alternate safe routes to the Assembly Area.

During evacuation, teachers bring student rosters, take attendance once assembled, and report any missing or unaccounted-for students to the Assembly Area Team. The School Administrator contacts 911 and provides the exact location and nature of the fire.

The Emergency Response Team may take action to suppress small fires and initiate rescue procedures when it is safe to do so until the fire department arrives. The Security and Utilities Team secures the affected area, prevents unauthorized entry, and ensures access roads remain clear for emergency vehicles. The Security and Utilities Team Leader directs fire department personnel to the fire location and provides a briefing on conditions.

The Security and Utilities Team notifies appropriate utility providers of any damage. The School Administrator notifies the District Superintendent of the incident. If necessary, the School Administrator contacts the District Emergency Operations Center to request transportation support for staff and student evacuation.

Affected areas remain closed until clearance is provided by appropriate authorities and authorization is given by the School Administrator. For fires occurring during non-school hours, the School Administrator and District Superintendent determine whether the school will open the following day.

All fires, regardless of size, that are extinguished by school personnel are reported to the fire department to confirm that the fire is fully extinguished and safe.

Flooding

5.15 This procedure applies when stormwater or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur due to prolonged rainfall with advance warning or may occur suddenly as a result of infrastructure failure, such as damaged water distribution systems or failure of a nearby dam.

When flooding conditions are identified, the School Administrator initiates appropriate Immediate Response Actions, which may include activation of the Incident Command System, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation, as described in Section 4.0. The response action selected is based on the severity of flooding, rate of water rise, and potential impact on campus safety.

The School Administrator contacts 911 and provides information regarding the nature and extent of the flooding. Emergency information is monitored using a battery-powered radio or other official sources as available.

If Evacuate Building or Off-Site Evacuation is initiated, staff and students evacuate affected areas using designated or alternate safe routes to the Assembly Area. Teachers bring student rosters, take attendance once assembled, and report missing or unaccounted-for students to the Assembly Area Team.

The School Administrator notifies the District Superintendent of the emergency situation and activates the Parent Alert System as appropriate to communicate updates to families.

If changing conditions make remaining on campus unsafe, the School Administrator initiates an Off-Site Evacuation in accordance with Section 4.0. School operations do not resume until conditions are deemed safe and authorization is provided by the School Administrator.

Loss or Failure Of Utilities

5.16 Loss or Failure of Utilities

This procedure addresses situations involving the loss or failure of water, electricity, natural gas, communications, or other utilities on school grounds. These procedures also apply to gas leaks, exposed electrical lines, or sewer line damage.

When a utility failure or hazard is identified, immediate steps are taken to secure the affected area and shut off the utility if it can be done safely. The School Administrator is notified immediately.

The School Administrator initiates appropriate Immediate Response Actions, which may include activation of the Incident Command System, Shelter-in-Place, or Evacuate Building, as described in Section 4.0. Maintenance staff or emergency contacts are notified, and the appropriate utility company is contacted to assess the situation and restoration timeline. The District Superintendent is notified.

Emergency supplies may be utilized as needed. If a utility failure presents a risk of explosion, such as a gas leak, response actions follow procedures outlined in Section 5.9, Explosion or Risk of Explosion.

Plan for Loss of Water

Loss of water does not automatically require school closure. Decisions regarding continued operation or closure are based on safety conditions, duration of outage, availability of sanitary restroom facilities, and weather conditions.

Emergency water supplies and alternative sanitation measures may be utilized as needed. If water loss is combined with other utility failures or creates unsafe conditions, the School Administrator may determine that school closure or off-site evacuation is necessary. All personnel are notified once decisions are made.

Plan for Loss of Electricity

Loss of electricity does not typically require immediate closure. Classrooms may continue operations using natural light or be relocated as needed. Heating, cooling, water availability, and duration of the outage are considered when determining continued operations.

Alternative communication methods may be used if alarms, phones, or public address systems are impacted. Extended outages may require school closure based on operational feasibility.

Plan for Loss of Natural Gas

Loss of natural gas or propane does not generally require closure unless heating, food services, or safety conditions are significantly impacted. Weather conditions and duration of outage are key factors in decision-making. Gas-related emergencies follow applicable fire or explosion procedures.

Plan for Loss of Communications

Multiple communication systems are used to support operations, including phones, radios, public address systems, and runners. Loss of one communication method does not typically require closure if alternative methods are available. Widespread communication failures are evaluated in conjunction with other utility outages when determining next steps.

Motor Vehicle Crash

5.17 Motor Vehicle Crash

This procedure applies to motor vehicle crashes occurring on or immediately adjacent to school property. If the crash results in a fuel or chemical spill, response actions follow Section 5.4, Biological or Chemical Release. If the crash results in a utility interruption, response actions follow Section 5.13, Loss or Failure of Utilities.

Upon notification of a motor vehicle crash, the School Administrator initiates appropriate Immediate Response Actions, which may include activation of the Incident Command System, Duck, Cover and Hold, Shelter-in-Place, Evacuate Building, or Off-Site Evacuation, as described in Section 4.0.

If evacuation is initiated, staff and students evacuate using designated or alternate safe routes to the Assembly Area. Teachers bring student rosters, take attendance, and report missing students to the Assembly Area Team.

The School Administrator contacts 911 and provides the exact location and nature of the emergency and notifies the District Superintendent. The Security and Utilities Team secures the crash area to prevent unauthorized access.

The Emergency Response Team may initiate fire suppression activities when safe to do so until the fire department arrives. The First Aid and Medical Team provides first aid to injured individuals.

Affected areas remain closed until clearance is provided by appropriate agencies and authorization is given by the School Administrator. An Off-Site Evacuation is initiated if conditions warrant.

Pandemic

5.18 Pandemic

This procedure addresses response actions during a pandemic or widespread infectious disease event that impacts school operations, student health, or staffing. Pandemic response actions are guided by public health authorities and coordinated with district leadership to protect the health and safety of students and staff.

The School Administrator monitors guidance from state and local public health agencies and consults with the District Superintendent to determine appropriate operational decisions. Immediate Response Actions may include modification of school operations, Shelter-in-Place, temporary classroom or campus closures, or transition to alternative instructional models in accordance with the Instructional Continuity Plan.

The School Administrator ensures communication with families and staff through established notification systems and activates the Parent Alert System as appropriate. Health and safety measures may include isolation protocols, enhanced cleaning procedures, use of personal protective equipment, and coordination with public health officials.

El Tejon Unified School District follows guidance issued by the California Department of Public Health. Current isolation and public health guidance is available at the California Department of Public Health website.

https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/COVID-19-Isolation-Guidance.aspx

School operations resume or adjust only as authorized by public health agencies and the District Superintendent.

Psychological Trauma

5.19 Psychological Trauma

Psychological trauma may result from emergencies such as acts of violence, the death of a student or staff member, natural disasters, serious environmental incidents, or events involving significant community or media attention. These incidents may disrupt school routines, interfere with learning, and result in physical or emotional distress for students and staff.

Once physical safety has been secured, priority shifts to addressing the emotional and psychological needs of those impacted. The School Administrator establishes a Psychological First Aid Team to coordinate crisis response and recovery services. Team assignments consider staff skills and training.

The Assembly Area Team assesses the scope of intervention needed and provides direct crisis support services. If additional assistance is required, the School Administrator notifies the District Superintendent to request district or community-based support.

The Assembly Area Team supports the School Administrator in restoring normal school operations as quickly and safely as possible, limits exposure to traumatic scenes, and provides ongoing assessment and follow-up services as needed.

Suspected Contamination of Food or Water

5-20 Suspected Contamination of Food or Water

This procedure applies when there is suspected contamination of food or water on campus. Indicators may include evidence of tampering, suspicious activity near food or water supplies, notification from district or local agencies, or multiple individuals experiencing unexplained illness such as nausea or vomiting.

Upon suspicion of contamination, the School Administrator immediately isolates the affected food or water and restricts access to the area to prevent further exposure.

The School Administrator contacts 911, notifies the District Office, and contacts the Kern County Department of Environmental Health Services at 661-862-8700. A list of potentially affected students and staff is prepared and provided to responding agencies.

The First Aid and Medical Team assesses the need for medical care and provides first aid as appropriate. The School Administrator maintains a log documenting affected individuals, symptoms, suspected food or water sources, and other relevant information.

The School Administrator and District Superintendent coordinate with the Kern County Department of Environmental Health Services prior to resuming normal operations. Parents and guardians are notified as appropriate.

Tactical Responses to Criminal Incidents

5-21 Tactical Responses to Criminal Incidents

This procedure applies when a threat is received that may target an individual, a specific group, or the school community. Threats may be communicated verbally, in writing, electronically, or by telephone and are assessed in accordance with District policy.

Upon receipt of a threat, the School Administrator identifies the nature of the threat and attempts to determine the individual or individuals responsible. A Threat Assessment is conducted in coordination with the District Superintendent, the Kern County Sheriff's Department, and school administration.

The Threat Assessment evaluates warning signs, risk factors, stabilizing factors, and potential precipitating events to determine the level of risk at the time of assessment. Risk is categorized into one of five levels ranging from high violence potential requiring arrest or hospitalization to insufficient evidence of violence or emotional distress.

In determining risk level, the Threat Assessment Team evaluates whether the individual is progressing toward violent action and whether there is evidence of movement from thought to action. Threatening communications, whether oral, written, or electronic, are reviewed as part of the assessment.

Based on findings, the Threat Assessment Team recommends appropriate actions to the School Administrator. Once physical safety has been ensured, attention shifts to addressing the emotional and psychological needs of students and staff, including crisis intervention services when appropriate.

Unlawful Demonstration or Walkout

5.22 Unlawful Demonstration or Walkout

An unlawful demonstration or walkout is an unauthorized assembly by students or staff on or off campus for the purpose of protest or demonstration.

Upon indication that an unlawful demonstration or walkout may occur, staff immediately notify the School Administrator. The School Administrator initiates appropriate Immediate Response Actions, which may include activation of the Incident Command System or Shelter-in-Place, as described in Section 4.0.

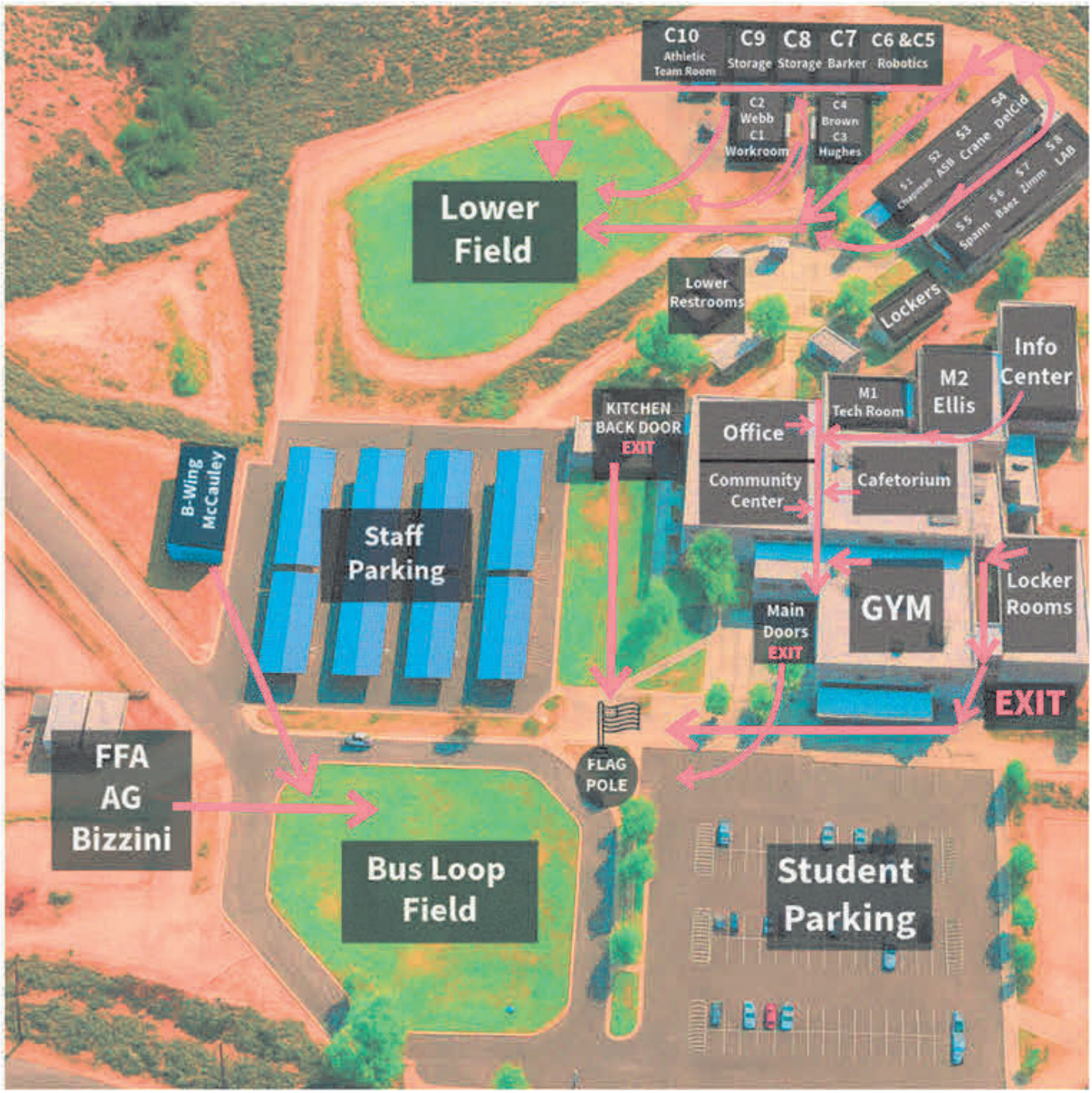
The School Administrator notifies the Kern County Sheriff's Department and the District Office and provides the location and nature of the incident. The Request and Reunion Gate Team reports to the main gate to monitor and control student movement on and off campus. The gate remains unlocked to avoid safety hazards.

Students not participating remain in classrooms under teacher supervision. Classroom doors are secured as appropriate, and reasonable steps are taken to protect students and staff from potential hazards.

If students leave campus, designated staff may accompany them to help maintain safety and supervision. A designated staff member documents events, actions taken, and communications throughout the incident.

All media inquiries are referred to the school's designated Public Information Officer. The School Administrator takes actions consistent with law enforcement guidance and notifies parents or guardians as appropriate.

Emergency Evacuation Map



FRAZIER MOUNTAIN HIGH SCHOOL

EVACUATION ROUTES

Comprehensive School Safety Plan

2025-26
School Year

School:	Frazier Park Elementary School
CDS Code:	15 75168 6009476
District:	El Tejon Unified School District
Address:	3149 San Carlos Trail Frazier Park CA 93225
Date of Adoption:	April 9, 2015
Date of Update:	February 2026
Date of Review:	
- with Staff	January, 2026
- with Law Enforcement	August, 2025
- with Fire Authority	August, 2025

Approved by:

Name	Title	Signature	Date
Michael McNelis	Principal		2/5/26
Ann Coyle	Teacher		2/5/26
Jennifer Page	Teacher		2/5/26
Sonia Mace	Teacher		2/5/26
Manuel Gonzales	Parent		2/5/26

Name	Title	Signature	Date
Kelly Huckaby Flynn	Parent		2/5/26
Crystal Blount	Parent		2/5/26
Maggie Velasco	Other Staff		2/5/26
Cristine Orona	Other Staff		2/5/26

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at Principal's Office & Main Office.

Safety Plan Vision

Frazier Park Elementary School is committed to provide a safe learning environment that supports academic achievement. School safety is a community issue that requires collaboration between the schools, emergency response agencies, parents and the community. This school safety plan takes an all hazards approach. The plan addresses prevention, response and recovery for any

emergency. A safe school is a place where learning can occur in a welcoming environment free of intimidation, violence and/or fear. At Frazier Park Elementary School, our vision is to create a safe, warm and nurturing educational environment. We strive to provide a safe and conducive learning environment so all stakeholders will accomplish the goals of high academic achievement and civic responsibilities.

Components of the Comprehensive School Safety Plan (EC 32281)

Frazier Park Elementary School Safety Committee

Assessment of School Safety

School Safety data source includes; School Safety Data Source Includes:

- Law Enforcement Interventions and Crime Reports
- Property Loss and Vandalism Reports
- Campus Supervisors Schedule
- Monthly Campus Safety Inspections and Reports
- Suspension and Expulsion Reports

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
It is a priority of the administration and the staff at Frazier Park Elementary School that every student who attends our school will be provided with a safe, secure and nurturing environment to learn. Character education is the foundation of the school's Student Expectancies to provide orderly, safe and caring learning environments for our students. All visitors are required to check in through the front office, sign in and wear a visitor badge. Monthly fire, lock-down and earthquake drill practices provide many opportunities to review safety and emergency procedures with students and staff. Classrooms and building access remain locked at all times. Frazier Park Elementary School is a closed campus. Perimeter gates are closed and locked during school hours. Parents and visitors enter through the front office and are required to sign in/out.
Strategies and Programs to Provide and Maintain a High Level of Safety:

- All employees are trained on the scenarios addressed in the Comprehensive School Safety Plan
- The Sheriff's Department and city workers are called periodically to observe the traffic patterns during arrival and dismissal in order to ensure that drivers are obeying traffic laws.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Proper protocols for reporting child abuse is always followed. The report is made to the Kern County Child Protective Services (CPS) agency, a county welfare department, police or sheriff's department, or to a county probation department. All school employees are trained in mandated reporting satisfying the requirements of AB 1432.The Mandated Reporter's Responsibility according to Penal Code 11166 states that "a mandated reporter shall make a report whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make a report to the agency immediately or as soon as is practicably possible by telephone, and the mandated reporter shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident".

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

((B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
1.0 INTRODUCTION
1.1 Overview

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297, California Government Code § 8607, and California Code of Regulations § 2400 through § 2450). To assist schools in complying with these requirements, the El Tejon Unified School District has adopted the Model Safe School Plan, Emergency Procedures for use as a template in the preparation of emergency procedures for each of the District schools. The emergency management teams and procedures outlined in this plan are consistent with the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) utilized at the Federal level. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies.

1.2 Plan Organization
Effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is organized into six sections. Section 2 deals with emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members. Sections 3.0 and 4.0 present guidance for determining the nature and extent of an emergency, and a series of initial response actions to be taken in an emergency. Section 5.0 provides detailed emergency response procedures for 18 types of emergencies that may be encountered in a school setting. Section 6.0 provides supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps and other supporting information are contained in the Appendices.
The Principal will ensure that this Safe School Plan, - Emergency Procedures is consistent with all District Policies, State Law and NIMS, and that the plan addresses the following eighteen emergencies: aircraft crash; aircraft landing, animal disturbance; armed assault on campus; biological or chemical release; bomb threat; bus disaster; disorderly conduct; earthquake; explosion/risk of explosion; fire in surrounding area; fire on school grounds; flooding; loss or failure of utilities; motor vehicle crash; psychological trauma, suspected contamination of food or water; threat of violence; and unlawful demonstration/walkout.

2.0 STANDARDIZED EMERGENCY MANAGEMENT

2.1 Emergency Planning with NIMS
The Federal National Incident Management System (NIMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. NIMS, consists of the following five functions: Management; Planning/Intelligence; Operations; Logistics; and Finance/Administration.

2.1.1 Management
During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the Principal, as the Incident Commander. The Principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison.

2.1.2 Planning/Intelligence
During an emergency, NIMS, Planning and Intelligence, involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under NIMS, this function is supported by two staff members, one involved with "Documentation" and the other with "Situation Analysis." In El Tejon Unified School District schools,

“Situation Analysis” may be performed by a “Communications” position. Both of these positions, if assigned at the discretion of the Principal, will report directly to the Incident Commander (Principal) unless a Planning/Intelligence Chief is assigned.

2.1.3 Operations
Under NIMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within El Tejon Unified School District schools, the following teams perform these activities, under the direct supervision of the Incident Commander (Principal), unless an Operations Chief is assigned: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Supply/Equipment Team; Request/Reunion Gate Team; and Emergency Response Team (Fire and Rescue).

2.1.4 Logistics
The Logistics function of NIMS supports emergency operations by coordinating personnel, assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. Tracking of equipment utilized and its recovery is also a function of Logistics. Within El Tejon Unified School District schools, the Security/Utilities Team and the Supply/Equipment Team perform these activities both of which report directly to the Incident Commander unless a Logistics Chief is assigned.

2.1.5 Finance/Administration
The Finance/Administration function of NIMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. Within El Tejon Unified School District schools, these activities may be performed by a “Documentation” position, which reports directly to the Incident Commander unless a Finance/Administration Chief is assigned.
Figure 2.1 presents an Emergency Management Organization Chart modeled after NIMS and adapted for The El Tejon Unified School District schools.

2.2 Incident Command Team (DCOMM)
The Incident Command Team is responsible for directing individual school emergency response activities.

2.2.1 Assignments
The Incident Command Team is led by the Principal (Incident Commander) and also includes the school's Public Information Officer, the Safety Coordinator and the Agency Liaison.
Incident Commander: McNelis/Hon
Public Information Officer: Hon
Safety Coordinator: Forrester
Agency Liaison: McNelis
Documentation: Castillo/Velasco
Communications: McNelis/Castillo
The Incident Commander also directs the activities of all other teams. If the District EOC is activated the Site Incident Commander is a Division Leader and reports to the Operations Officer at the EOC.

2.2.2 Roles and Responsibilities

2.2.2.1 Incident Commander
The Incident Commander (Principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:
Periodically assessing the situation.
Directing the Incident Command Team and all other emergency teams.
Determining the need for, and requesting, outside assistance.
Periodically communicating with the Local District Superintendent.

2.2.2.2 Public Information Officer
The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:
Periodically receiving updates and official statements from the Incident Commander.

Maintaining a log of PIO actions and all communications.
Periodically interacting with the media and District Communications.
Preparing statements for dissemination to the public.
Ensuring announcements and other public information are translated into other languages as needed. Monitoring news broadcasts about the incident and correcting any misinformation.

2.2.2.3 Safety Coordinator
The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Coordinator may include:
Periodically checking with the Incident Commander for situation briefings and updates.
Maintaining all records and documentation as assigned by the Incident Commander.
Monitoring drills, exercises, and emergency response activities for safety.
Identifying safety hazards.
Ensuring that respondents use appropriate safety equipment.

2.2.2.4 Agency Liaison
The Agency Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:
Periodically checking with the Incident Commander for situation briefings and updates.
Maintaining all records and documentation as assigned by the Incident Commander.
Briefing agency representatives on current situation, priorities and planned actions.
Ensuring coordination of efforts by periodically keeping Incident Commander informed of agencies' action plans and providing periodic updates to agency representatives as necessary.

2.2.3 Team Supplies and Equipment
Copy of the school's Emergency Procedures
Campus map
Master keys
Copies of staff and students' rosters
Hand-held radios
Bullhorn
Battery-operated AM/FM radio.
First Aid kit
Clipboard, Paper, Pens
Vest or position identifier
Large campus map

2.2.4 Team Assembly Location
Inside: FPES Cafeteria
Outside: Behind Cafeteria
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.3 First Aid/Medical Team (AID)
The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

2.3.1 Assignments
First Aid/Medical Team Leader: Velasco
Alternate Team Leader: Coyle
First Aid/Medical Team Member: Fischer-Biggs
First Aid/Medical Team Member: Orona
First Aid/Medical Team Member: Hart
School Health Aide: Santillan

2.3.2 Roles and Responsibilities First Aid/Medical Team Leader
The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with the incident Commander to determine medical needs and planned actions. The First Aid/Medical Team Leader is also responsible for collecting the Injury and Missing Person's Report (Form D, Appendix A) from Team Members and making these reports to have them readily available to the Incident Commander. Specific duties of the First Aid/Medical Team Leader may include:
Assigning First Aid personnel and assessing available inventory of supplies & equipment.
Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.
Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.
Periodically keeping the Incident Commander informed of overall status.
Completing the Injury and Missing Person's Report (Form D, Appendix A).
First Aid/Medical Team Members
The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Specific duties of the members of the First Aid/Medical Team may include:
Setting up first aid area, triage and/or temporary morgue.
Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
Reporting deaths immediately to First Aid/Medical Team Leader.

2.3.3 Supplies and Equipment
Vest or position identifier
First aid supplies
Triage tags
Hand-held radios
Stretchers
Blankets
Wheelchairs
Patient record forms
Site map
Injury and Missing Person's Report (Form D, Appendix A)

2.3.4 Team Assembly Location
Inside: FPES Cafeteria
Outside: Behind Cafeteria
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.5 Emergency Response Team (ERT)
The Emergency Response Team (ERT) is responsible for preparing and per

2.5.2 Roles and Responsibilities
Emergency Response Team Leader
The ERT Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. The ERT Team Leader is also responsible for gathering the Damage Assessment Report Forms (Form F, Appendix A) from the Team Members and making them readily available to the Security/Utilities Team Leader. Specific duties of the Search and Rescue Team Leader may include:
Obtaining briefings from the Incident Commander, noting injuries and other situations requiring response.
Assigning and recording teams based on available manpower, minimum 2 persons per team. Gather any Damage Assessment Report Forms (Form F, Appendix A) from the Team Members and have them readily available to the Security/Utilities Team Leader.
Updating teams' reports on site map and recording exact location of damage and triage tally.
Emergency Response Team Members
The members of the ERT Team are responsible for performing search and rescue operations and fire suppression during an emergency. Specific duties of the members of the Search and Rescue Team may include:
Searching assigned area, reporting gas leaks, fires, or structural damage to Team Leader upon discovery.
Logging of Damage will be Reported using the damage assessment Form (Form F, Appendix A) and submitted to the Team Leader
Extinguishing fires as appropriate.

Periodically reporting to the Team Leader on location, number, and condition of injury.
Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms.
Sealing off and posting areas where hazardous conditions exist.
Extinguishing fires on campus
Evaluating potential release of chemicals
Identifying damaged areas on the Damage assessment Report Form(Form F, Appendix A). Reporting will be supplemented by pictures if appropriate.
Posting yellow caution tape around damaged or hazardous areas.
Contacting Security/Utilities Team to secure the building from reentry after the search.

2.5.3 Supplies and Equipment
Vest or position identifier
Hard hat
Work and latex gloves
Whistle with master keys on neck lanyard
2-way radio
Clipboard with job duties
Map indicating search plan.
CO2 fire extinguishers
Water-type fire extinguishers

Ponchos
Knee Pads
Bolt cutters
Shovels
Ropes
Triage tags
Light sticks
Multi-tool
Goggles
Flashlight
Dust masks
Pry bars (Short/Long)
Grease pencil
Pencils
Duct tape
Caution tape
One member wears first aid backpack

2.5.4 Team Assembly Location
Inside: FPES Cafeteria
Outside: Behind Cafeteria
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.6 Security/Utilities Team (SUT)
The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team is also responsible for overall damage assessment of structural damage and the overall safety of school buildings. The Security/Utilities Team will coordinate activities with the Incident Commander as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The Security/Utilities Team is also responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by the custodial and cafeteria staff.

2.6.1 Assignments

Security/Utilities Team Leader: Garcia
Alternate Team Leader: Puga
Security/Utilities Team Member: Puga, Holt
Team Member: Garcia, Puga, Holt

The Security/Utilities Team Leader is responsible for directing team activities and interacting with the Incident Command to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, sewer) as needed.
Security/Utilities Team Members
The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is in perimeter "lock-down" to their team leader. They are also responsible for surveying all utilities and taking appropriate actions to shut off gas, water and electricity. The Security/Utilities Team will direct all external requests for information to the Public Information Officer.
Specific duties of the members of the Security/Utilities Team may include:
Locking all external gates and doors; unlocking gates when appropriate.
Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents.
Keeping students and staff out of buildings, as necessary.
Assisting at Reunion Gate as appropriate.
Assessing damage to school facilities.
Checking and shutting off utilities as required.
Assisting Supply team with preparing and distributing food as directed by the Incident Commander. Assisting the First Aid/Medical Team in comforting students or first aid as needed.

2.6.3 Supplies and Equipment
Vest or position identifier
Master keys
Hand-held radio
Goggles/Gloves/Flashlight/Poncho
Hard Hats
Utility shut-off tools/Multi-tool
Damage assessment forms
Clipboard containing site maps/ Emergency Procedures

2.6.4 Team Assembly Location
Inside: FPES Cafeteria
Outside: Behind Cafeteria
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location. The team will then check the entire campus to determine areas of need.

2.7 Supply/Equipment Team (SET)

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency.

2.7.1 Assignments
Supply/Equipment Team Leader: Bloom
Alternate Team Leader: Mace
Supply/Equipment Team Member: Baker
Supply/Equipment Team Member: Instructional Aides not assigned to a specific assignment

2.7.2 Roles and Responsibilities
Supply/Equipment Team Leader
The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. The Supply/Equipment Team leader should be familiar with and control the use of emergency supplies at each school site. Specific duties of the Supply/Equipment Team Leader may include:

Reporting equipment and supply needs.
Estimating the number of persons requiring shelter and determining the length of time shelter will be needed.
Coordination and utilization of emergency supplies
Reporting supply needs to the incident commander

Supply/Equipment Team Members
The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies).
Specific duties of the members of the Supply/Equipment Team may include:
Distributing emergency water and food supplies.
Establish a list of all persons in shelter and determining any special needs. Setting up temporary sanitary facilities as necessary
Controlling conservation of water.

2.7.3 Supplies and Equipment
Hand-held radios
Keys
Bullhorn
Emergency water supplies
Emergency food supplies
Temporary power supplies
Portable phones
Sanitary supplies
Clipboard with all inventory supplies

2.7.4 Team Assembly Location
Inside: FPES Cafeteria
Outside: Behind Cafeteria
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.8 Assembly Area Team (AAT)
The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Incident Commander. It also provides psychological first aid as needed during and immediately after an emergency, pursuant to District Policy.

2.8.1 Assignments
Assembly Area Team Leader: A. Bloom
Alternate Team Leader: Page
Assembly Area Team Member: Stempora
Assembly Area Team Member: Yard Duties, All Teachers without specific assignments

2.8.2 Roles and Responsibilities Assembly Area Team Leader
The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Injury and Missing Person's Report (Form D, Appendix A) from the Team Members and making them readily available to the Incident Commander.
Assembly Area Team Members
The members of the Assembly Area Team are responsible for performing the safe evacuation of students and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:
Obtaining reports of missing students from teachers or other personnel.
Gathering Injury and Missing Person's Report (Form D, Appendix A) from each teacher and submitting them to the Assembly Area Team Leader.
Administering minor first aid and psychological first aid as needed.
Supporting the Release/Reunion Gate Team as needed.

Coordinating with the Incident Commander to provide water and food to students and staff when necessary.
Providing reassurance to students.
Updating records of the number of students and checking student emergency card for name of person(s) authorized to pick up student.

2.8.3 Supplies and Equipment
Copy of Site Plot Plan and Vicinity Map showing designated on and off-site Assembly Areas Injury and Missing Person's Report (Form D, Appendix A)
Hand-held radio
Ground Cover, tarps
First aid kit
Paper, pens, pencils

2.8.4 Team Assembly Location
Inside: Cafeteria
Outside: Behind Cafeteria
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.9 Request/Reunion Gate Team (RGT)
The Request/Reunion Gate Team is responsible for processing parent requests for student release during an emergency. They are also responsible for reuniting parents or guardians with students. This can be an overly sensitive role due to the fact that some parents will be informed that their children may be injured, missing or dead. The team will keep accurate records of students leaving the campus.

2.9.1 Assignments
Request/Reunion Gate Team Leader: L. Thomason
Alternate Team Leader Davis
Request/Reunion Gate Team Member: Bever

2.9.2 Roles and Responsibilities
Request/Reunion Gate Team Leader
The Request/Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer. The Request/Reunion Gate Team Leader is also responsible for collecting the Student Release Log (Form E Appendix A) from the Team Members and has them readily available to the Incident Commander. Request/Reunion Gate Team Members
The members of the Request/Reunion Gate Team are responsible for greeting parents, guardians, or designee(s) and providing them with tags or other identifications authorizing the holders to reunite with their students at the Reunion Gate. Specific duties of the members of the Request/Reunion Gate Team may include:
Greeting and directing parents, guardians, or designee(s) to the counselors as appropriate.
Providing reassurance to parents, guardians, or designee and maintaining order.
Issuing a tag or other identifications only to an authorized person. Directing parents or guardians to the Reunion Gate.

2.9.3 Supplies and Equipment
Keys to Main Gate
Bullhorn
Tags or other identifications
Hand-held radios
Tables and chairs (from nearby classrooms)
Materials for sign-out log
Student Release Log (Form E, Appendix A)
Clipboard

Emergency Cards

2.9.4 Assembly Location
Outside: Behind Cafeteria

2.12 Documentation Position (Optional)
The Document position is responsible for maintaining a log of all emergency developments and response actions, including financial expenditures, timekeeping, and other necessary documentation. This person acts as a scribe to memorialize the actions of the Incident Command Center during an emergency.

2.12.1 Assignments
Documentation Staff Member: Castillo
Alternate Documentation Staff Member: Velasco
Request/Reunion Gate Team Member: Thomason

The Documentation Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:
Periodically communicating with the Incident Commander for status updates.
Documenting all communications with District Emergency Operations Center (EOC) and outside agencies.
Recording the number of students, staff and others on campus and updating it periodically.
Reporting missing persons, and documenting site damage and first aid needs with the Incident Commander.
Ensuring that accurate records are kept of all staff members, indicating hours worked.
Supporting the Incident Commander in making any purchases and keeping track of the cost. Filing, maintaining and securing all emergency documentation.

2.12.3 Supplies and Equipment
Hand-held radios
File boxes
Paper, pens

2.12.4 Assembly Location
The Documentation Staff Member will report to the Command Post.

2.13 Communications Position (Optional)
The Communications position is responsible for the analysis of emergency information, identifying potential changes in emergency conditions, and maintaining the “status board.”

2.13.1 Assignments
Communications Staff Member: McNelis
Alternate Communications Staff Member: Hon

2.13.2 Roles and Responsibilities
The Communications Staff Member will collect, organize, and analyze situation information and provide periodic updates. Specific duties may include:
Updating site maps as reports and other information are received.
Preserving maps as legal documents.
Using area-wide maps to record information on major incidents such as road closures, utility outages, etc. Developing situation reports for the Incident Command Team.

2.13.3 Supplies and Equipment Hand-held radios
Paper, pens, dry-erase pens
File box(es)

Large site map of campus, laminated or covered with Plexiglas,
Map of county or local area

2.13.4 Assembly Location
The Communications Staff Member will report to the Command Post.

2.14 School Staff
California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities.
School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

2.16 Preparedness Procedures

2.16.1 Management
The Principal will annually conduct an Emergency Hazard Assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause an emergency incident. The Emergency Hazard Assessment Summary (Form A, Appendix A) should be used for this purpose.
The Principal will designate primary and secondary Command Post locations and ensure that these locations are identified in Section 2.0.
The Principal will ensure effective communication between the Command Post and Team Section Chiefs during an emergency. These procedures will be included in Section 2.0.
The Principal will ensure that members of the Incident Command Team (Public Information Officer, Safety Coordinator, and Agency Liaison), and all other team leaders and members are aware of their responsibilities and assignments as defined in this section. The Principal will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in this plan.

2.16.2 Planning/Intelligence
1. The Principal will ensure that all team members receive proper training in the use of communication equipment.
2. The Principal will ensure all teams are provided with instructions for the use and maintenance of maps and "status boards" at the Command Post.

2.16.3 Operations
The Principal will ensure that this plan includes procedures for the following: Administering first aid.
Activating and performing search and rescue operations.
Ensuring site security.
Conducting damage assessments.
Evacuation; and
Student release operations.
The Principal will ensure appropriate training is provided for the following teams: First Aid/Medical Team.
Security/Utilities Team.
Supply/Equipment Team.
Request/Reunion Team; Emergency Response Team; and Assembly Area Team.
3. The Principal will ensure that routine drills referenced in Section 6.7 are conducted at the school to rehearse emergency response operations.
Drills will be conducted at elementary schools at least once per month. Drills will be conducted at secondary schools at least twice per year.

2.16.4 Logistics
1. The Principal will ensure this plan includes appropriate procedures for coordinating and assembling personnel and volunteers in the event of an emergency.

2. The Principal will ensure that adequate emergency supplies are maintained and readily available for emergency use. Please refer to Section 2.0 for a list of supplies for each emergency team and Section 6.6 for the schools' emergency supplies.

2.16.5 Finance/Administration
The Principal will assure the following:
Purchase of all required emergency preparedness and response equipment and supplies.
Tracking of emergency expenditures, and recovery of records damaged or lost in an emergency.

3.0 INITIAL RESPONSE TO EMERGENCIES
When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in Sections 4.0 and 5.0.

3.1 Identify Type of Emergency
The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided in Section 5.0. Aircraft Crash
Animal Disturbance
Armed Assault on Campus
Biological or Chemical Release
Bomb Threat
Bus Disaster
Disorderly Conduct
Earthquake
Explosion/Risk of Explosion
Fire in Surrounding Area
Fire On School Grounds
Flooding
Loss or Failure of Utilities
Motor Vehicle Crash
Psychological Trauma
Suspected Contamination of Food or Water
Threat of Violence
Unlawful Demonstration/Walkout

3.2 Identify Level of Emergency
The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.
Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”, or emergency involving more than one school site.
Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism, involving multiple school sites or the entire District. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

3.3 Determine Immediate Response Actions
Once the type and extent of an emergency has been identified, the Superintendent will assess the need to activate the Emergency Operation Center. As a guide, the (EOC) should be activated when requests for resources are coming from multiple school sites or a large demand for resources are made from a school site. Individual school site personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

Duck and Cover

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

Procedures for each of these are included in Section 4.0.

4.0 IMMEDIATE RESPONSE ACTIONS

4.1 Duck , Cover AND HOLD
This action is being taken to protect students and staff from flying or falling debris.
Description of Action
The Principal will make the following announcement regarding the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK, COVER AND HOLD PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM THE WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD ON TO THE
DESK AND HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS."
If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
Teachers and students should move away from windows.

4.2 Shelter-in-Place
This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in the outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.
The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."
If inside, teachers will keep students in the classroom until further instructions are given.
If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. If Students are missing or in the wrong classroom, notify the office.
Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

4.3 Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.
The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems and allows for the free movement of students within the building.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. Cell phones may be used to accomplish this task.
"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK-DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."
If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). If students are missing or in the wrong classroom, notify the office when safe.

Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Communications should be restricted to specific intruder information.
The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel have to be allowed on campus.

4.4 Evacuate Building
This action is taken after the decision is made that it is unsafe to remain in the building.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL THE BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."
The Principal will initiate a fire alarm.
Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
Once assembled, teachers and students will stay in place until further instructions are given.

4.5 Off-Site Evacuation
This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required. This decision should be made on information received from Fire, Law Enforcement or accessing pertinent websites.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."
The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C.
Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a predesignated safe location.
Once assembled off-site, teachers and students will stay in place until further instructions are given.
In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

4.6 All Clear
This action is taken to notify teachers that normal school operations can resume.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.
"YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."
This action signifies the emergency is over.
If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

5.0 EMERGENCY PROCEDURES
This section describes the specific procedures school staff will follow during the eighteen emergencies listed below: Aircraft Crash
Animal Disturbance
Armed Assault on Campus
Biological or Chemical Release
Bomb Threat
Bus Disaster
Disorderly Conduct
Earthquake
Explosion/Risk of Explosion
Fire in Surrounding Area
Fire On School Grounds
Flooding
Loss or Failure of Utilities
Motor Vehicle Crash
Psychological Trauma
Suspected Contamination of Food or Water
Threat of Violence
Unlawful Demonstration/Walkout

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

5.1 Aircraft Crash
This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13

5.13, Loss or Failure of Utilities. Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-INPLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.
If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13. The School Administrator will direct the Emergency Response Team to organize fire suppression activities until the Fire Department arrives.
The First Aid/Medical Team will check injuries to provide appropriate first aid.

The School Administrator will call the District Office and notify the Superintendent.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
The Assembly Area Team will convene onsite and begin the process of counseling and recovery as appropriate.
If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

5.2 Animal Disturbance
This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff. Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System, LOCK DOWN or EVACUATE BUILDING as described in Section 4.0.
Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
If additional outside assistance is needed, the School Administrator will call "911", Animal Control and/or the Department of Fish and Game, 868-7100 and provide the location of the animal and nature of emergency.
If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

Assault on Campus
An Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.
Procedure
Upon first indication of an armed assault, personnel should immediately notify the School Administrator.
The School Administrator will initiate the appropriate Immediate Response Action(s), which may include activation of the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0. The School Administrator will call "911" and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
The First Aid/Medical Team will work with local authorities to ensure injured students and staff receives medical attention.
The Security/Utilities Team will control all points of entry to the school.
The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will take actions to ensure the notification of parents and family members.
Notifications will be made to the District Office and the Superintendent in order to coordinate/assign a designated Public Information Officer for media inquiries.
The School Administrator will debrief staff and school police officers.

5.4 Biological or Chemical Release
A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.
The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.
This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response

procedures listed below.
Procedure
Scenario 1: Substance Released Inside a Room or Building

The School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
The School Administrator will call "911", and will provide the exact location (e.g., building, room, area) and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The School Administrator will activate the Incident Command System and instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin.
Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A). The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action as described in Section 4.0.
The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
The School Administrator will call "911", and will provide the exact location and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin.
Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described in Section 4.0.
Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
The School Administrator will call "911", and will provide the exact location and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The School Administrator will turn on a radio or television station to monitor information concerning the incident.
The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

5.5 Bomb Threat
Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion. Procedure
If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator, "This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."
The person answering the threat call should ask the following questions, utilizing the bomb threat report (Form C, Appendix A), record the answers and then immediately notify the School Administrator:
When is the bomb going to explode?
Where is it?
What will cause it to explode?
What kind of bomb is it?
Who are you?
Why are you doing this?
What can we do for you to avoid the bomb from exploding? How can you be contacted?

The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects.
While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
No attempt should be made to investigate or examine the object.
After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will notify "911", if not previously notified, and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
The School Administrator will notify the District Superintendent of the situation.
The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe.
The School Administrator will give the ALL CLEAR signal as described in Section 4.0 when appropriate.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.
After the incident is over, the School Administrator will ensure the Bomb Threat Report (Form C, Appendix A) is completed.

5.6 Bus Disaster
These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to the nearest school.
This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

Procedure
Scenario 1: Earthquake
The driver should issue DUCK, COVER AND HOLD action as described in Section 4.0.
Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
Set brake, turn off ignition, and wait for shaking to stop.
Check for injuries and provide first aid as appropriate.
If the bus is disabled, stay in place until help arrives.
Contact the School Administrator to report location and condition of students and the bus.
The School Administrator will determine what additional appropriate notification(s) should be made and will brief the District Superintendent.
If instructed to continue route, the driver should:
If en route to school, continue to pick up students.
If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, refer to Number 9 below.
If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.
In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged. The driver will account for all students and staff throughout the emergency.
Scenario 2: Flood
DO NOT drive through flooded streets and/or roads.
Take an alternate route or wait for public safety personnel to determine safety.
If the bus is disabled, stay in place until help arrives.
Contact the School Administrator to report location and condition of students.
The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the District Superintendent.
In all instances, do not attempt to cross damaged bridges or overpasses.
The driver will account for all students and staff throughout the emergency.
Scenario 3: Serious Accident or Bus Fire
Park the bus in a safe location.
Set the emergency brake and turn off the ignition.
Evacuate the bus in the event of a fire.
Check for injuries and provide appropriate first aid.
Call “911” and provide exact location of the bus and wait for arrival of emergency respondents.
Contact the School Administrator to report location and condition of students.
The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the District Superintendent.
Stay with the disabled bus until help arrives.
The driver will account for all students and staff throughout the emergency.

5.7 Disorderly Conduct
Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 5.3, Armed Assault on Campus. Procedure
Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
Staff will immediately notify the School Administrator.
The School Administrator will initiate the appropriate Immediate Response Actions, which may include activation of the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
The School Administrator will call “911” and request a law enforcement response.
If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)

The School Administrator will notify the District Superintendent of the situation.

5.8 Earthquake
Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude. Procedure
Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.
Upon the first indication of an earthquake, teachers should direct students to DUCK, COVER AND HOLD as described in Section 4.0. Move away from windows and overhead hazards to avoid glass and falling objects.
When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
The First Aid/Medical Team will check for injuries and provide appropriate first aid.
The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
If the area appears safe, the Emergency Response Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
The School Administrator will contact the District Superintendent to determine additional actions that may be necessary.
The School Administrator will have the Security/Utilities Team assess the safety of buildings for re-occupancy. When safe to do so, the Emergency Response Team will conduct an inspection of school buildings for hazards. The ERT Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander
Any affected areas will not be reopened until the Security/Utilities Team or Local Authorities provides clearance and the School Administrator gives authorization to do so.
The School Administrator will initiate an OFF-SITE EVACUATION, as described n Section 4.0, if warranted by changes in conditions at the school.
In the event an earthquake occurs during non- school hours:
1. The School Administrator and the Plant Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Security/Utilities Team to participate in the assessment.
2. The School Administrator should confer with the District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System as referenced in Section 5.0.

5.9 Explosion/Risk of Explosion
This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”, refer to Section 5.5.

Procedure
Scenario 1: Explosion on School Property

In the event of an explosion, all persons should initiate DUCK AND COVER as described in Section 4.0.
The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-INPLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for

students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
The First Aid/Medical Team will check for injuries and provide appropriate first aid.
Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
The School Administrator will notify the District Superintendent of the situation.
The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
When it is determined safe to enter affected areas, the School Administrator will advise the Emergency Response Team to initiate search and rescue activities.
The School Administrator will contact the Security/Utilities Team to ensure buildings are safe for re-occupancy.
Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

Scenario 2: Risk of Explosion on School Property

The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-INPLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
The School Administrator will advise the Emergency response Team to initiate rescue operations.
The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
The School Administrator will notify the District Superintendent of the situation.
All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
The School Administrator will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.
The School Administrator will take further actions as needed.
The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.
Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials
The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows. The School Administrator will notify “911” and provide details on the area and personnel affected at the school.
After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
The Security/Utilities team will turn off the school’s main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
At the School Administrator's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

5.10 Fire In Surrounding Area
This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. Procedure
The School Administrator will initiate the appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
The School Administrator will notify "911" and will provide the location and nature of emergency.
The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
The School Administrator will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions. Law Enforcement, media stations and websites should be monitored for additional information.
If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
As appropriate, the School Administrator will activate Parent Alert System.
The School Administrator will notify the District Superintendent of the emergency situation.
If needed, the School Administrator will notify the District Office to request busses for staff and student evacuation.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

5.11 Fire On School Grounds
This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is especially important to prevent injuries and further property damage. Procedure
Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
The School Administrator will immediately initiate the Incident Command System and EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) of the fire.
The Emergency Response Team will suppress fires and initiate rescue procedures until the local fire department arrives. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles. The Security/Utilities Team Leader will direct the fire department to the fire and brief fire department official on the situation. The Security/Utilities Team will notify the appropriate utility company of damages.
The School Administrator will notify the District Superintendent of the fire.
If needed, the School Administrator will notify the District Emergency Operations Center to request busses for staff and student evacuation.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
For fires during non-school hours, the School Administrator and the District Superintendent will determine if the school will open the following day.
All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

5.12 Flooding
This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare.

Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described in Section 4.0.
The School Administrator will notify "911" and will describe the nature and extent of the flooding.
The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will notify the District Superintendent of the emergency situation.
As appropriate, the School Administrator will activate Parent Alert System as referenced in Section 6.0.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

5.13 Loss or Failure of Utilities
This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.
Procedure
If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.
The School Administrator will notify maintenance (Monday – Friday between the hours of 7:00 a.m. – 4:30 p.m.) or emergency numbers as provided in this plan and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
The School Administrator will notify the District Superintendent of the loss of utility service.
As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.9 Explosion/Risk of Explosion.
In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.
Plan for a Loss of Water:
This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of water will not result in an immediate closure of school sites. However, in at least one school site the loss of water is directly connected to a loss of electricity, which may result in a school closure, depending on overall circumstances.

Once decisions have been made concerning maintaining or closing a school site, all personnel shall be notified.

Other school sites rely on gravity fed water assisted by booster pumps. Such sites may be able to continue to operate without being negatively impacted.

The ability to provide sanitary restroom facilities shall be a factor in considering if a school closure is necessary. Mitigation efforts, such as use of supplemental water supplies for flushing can be used, as well as the delivery of port-a-potties.

Each school site has emergency buckets with toilet lids that can be used for extended periods of time.

Each school site has various quantities of emergency water that can be dispensed by personnel. Emergency water should periodically be replaced (six months to one year) to maintain freshness.

In a major catastrophic event, such as an earthquake other measures, which may consist of using buckets or trenches, may have to be considered. Emergency supplies should be maintained in order to support these alternative plans.

Plan for a Loss of Electricity:
This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety and comfort of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of electricity will not result in an immediate closure of school sites. Most classrooms receive enough ambient light to continue for short periods of time. Some classrooms may have to be moved to other areas to maximize the use of natural lighting.

At some school sites, electric heaters rather than gas or propane provides heating. In such situations, the ability to maintain a comfortable learning environment should be considered. Other sites utilizing gas may still be impacted by the failure of electrical thermostats to operate.

At one school site, the loss of electricity also results in the loss of water. The combined effects may cause an immediate school closure depending on overall circumstances.

Once decisions have been made concerning maintaining or closing a school site, all personnel shall be notified.

If the loss of electricity is related to an event that may have continued negative impact on a school site, such as fire, chemical release etc., consideration needs to be given to the fact that emergency bells are not functional. An efficient student/staff runner system or handheld P.A. device may need to be employed.

Direct phone lines and cell phones may continue to be effective during a power outage, however phone connected via a multi-line system are usually inoperative. Hand held radios would be used to maintain communication with buses or other off-campus personnel.

Although none of the school sites are designed to operate on emergency generators, some site may have limited functionality with smaller generators designed to operate office, food service and communications operations.

In unplanned outages that result in multi-day events considerations should be given to the difficulty of maintaining operations such as office, food service and communications in determining the need for school closures.
Plan for a loss of Natural Gas
This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of natural gas or propane will not result in the closure of school sites, where other operational functions are not impacted. However, school sites that rely on natural gas or propane for heat will need to evaluate weather conditions and their impact on a schools environment.

The ability to provide food services at required school sites needs to be evaluated on outages of unknown duration.

Loss of gas/propane due to an on-campus event that results in fire or release of gas should refer to other related emergency procedures within this chapter.

Plan for a loss of Communication
This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Communications within the District is accomplished through a variety of mediums, including phone (both land based and cell), radio, P.A. systems and student/staff runners. Some or all may be impacted by an emergency event.

Generally, a loss of one or two modes of communication will not result in the closure of a school site, when they can be mitigated by other actions. However, the loss of multi-modes of communication is often related to the loss of electricity, which will additionally need to be considered.

Effective use of student/staff runners can be utilized to reduce the impacts of a lack of phone or P.A. systems.

Using a handheld radio or accessing a mobile radio located in a bus or other District vehicle may compensate for the loss of a stationary radio.

The loss of repeater access for radio communications will significantly impact the ability of buses and campuses to communicate during an emergency. Some of these impacts may be mitigated through the use of unit-to-unit direct communication on strategically placed mobile units within the District. Such units will be able to relay information from both base and mobile units.

5.14 Motor Vehicle Crash
This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities. Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call “911” and will provide the exact location (e.g., building, area) and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
The School Administrator will direct the Emergency Response Team to organize fire suppression activities until the Fire Department arrives.
The First Aid/Medical Team will check for injuries to provide appropriate first aid.
Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

5.15 Psychological Trauma
Crisis management at El Tejon Unified School District schools specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:
Temporary disruption of regular school functions and routines.
Significant interference with the ability of students and staff to focus on learning.
Physical and/or psychological injury to students and staff.
Concentrated attention from the community and news media.
As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure
The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises. Administrators should take into consideration individual staff skills in making these assignments.
The Assembly Area Team will assess the range of crisis intervention services needed during and following an emergency.
The Assembly Area Team will provide direct intervention services.
If there is a need for additional assistance, the School Administrator will notify the District Superintendent.
The Assembly Area Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
In performing their duties, the Assembly Area Team members will limit exposure to scenes of trauma, injury and death. The

Assembly Area Team will provide ongoing assessment of needs and follow-ups services as required.

5.16 Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple students or employees with unexplained nausea, vomiting, or other illnesses.

Procedure

The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.

The School Administrator will notify "911", District Office and the Kern County Department of Environmental Health Services (661) 862-8700.

The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.

The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.

The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.

The School Administrator and the District Superintendent will confer with the Kern County Department of Environmental Health Services before the resumption of normal operations.

The School Administrator will notify parents of the incident, as appropriate.

5.17 Threat of Violence

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The School Administrator should ensure all threats are accurately assessed in accordance with District Policy Procedure

The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.

A Threat Assessment should be conducted involving the District Superintendent, Kern County Sheriff and School Administrator.

Consistent with District Policy the Threat Assessment will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk that should be considered, as described below:

Category 1 – High violence potential; qualifies for arrest or hospitalization.

Category 2 – High violence potential; does not qualify for arrest or hospitalization.

Category 3 – Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

Category 4 – Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

Category 5 – Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

In categorizing the risk, the Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?

The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.

The School Threat Assessment Team will recommend appropriate action to the School Administrator.

As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

5.18 Unlawful Demonstration/Walkout

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

Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.

The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE as described in Section 4.0.

The School Administrator will notify the Kern County Sheriff's Department, (245-3440) and the District Office and will provide the

exact location and nature of emergency.
The Request/Reunion Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
If students leave the campus, the Request/Reunion Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. Staff members will attempt to guide and control the actions of students while offsite.
Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and blinds in rooms so equipped.
The Documentation staff member should keep accurate record of events, conversations and actions.
All media inquiries will be referred to the designated school's Public Information Officer.
The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
The School Administrator will notify parents of the incident, as appropriate.

6.0 OTHER EMERGENCY INFORMATION
The School Administrator must have access to appropriate information, and a method of communication with parents, school personnel and outside agencies. To facilitate this communication, the following information is provided for use in an emergency.
Alert System 1 (Parent)
Alert System 2 (School Personnel)
Site Plot Plan and Vicinity Map
Emergency Phone Numbers
Emergency Drills
6.1 Alert System 1 (Parent)
Parent contact information is maintained in the school office.
6.2 Alert System 2 (School Personnel)
A current listing of school personnel contact numbers is maintained in the school office.
6.3 Site Plot Plan and Vicinity Map
A Site Plot Plan and Vicinity map are provided in Appendix C. The Site Plot Plan includes the locations of emergency supplies, fire extinguishers, utilities shutoff valves, on-site primary and backup assembly areas and associated evacuation routes. The Vicinity Map indicates the off-site primary and backup assembly areas and the designated evacuation routes to these locations.
6.4 Emergency Phone Numbers
A listing of external emergency phone numbers is provided in Table 6-2 below.

Table 6-2: Emergency Phone Numbers
School Name
Frazier Park Elementary School
3149 San Carlos Trail
Frazier Park, CA 93225
Phone
661-245-3312

District Superintendent
Sara Haflich
661-248-6247 (District Office)
661-248-0310 (FMHS)

Principal
Michael McNelis
661-245-3312
Administrative Designee
Mary Hon

School Health Aide
Maggie Velasco
661-245-3312

Non-District
Gas Company
661-248-6655

County Department of Health Services
(661) 321-3000
(800) 611-1911

Local Fire Station
Lebec
911

Local Fire Station
Frazier Park
911

Local Fire Station
Pine Mountain
911

Kern County sheriff
Frazier Park
661-861-3110

Medical Clinic
Frazier Mtn. Community Health Center
661-245-1833

Hall Ambulance
800-924-4882

Adaptations for Students with Disabilities

Students with disabilities have Aides that will ensure safety and needs.

Public Agency Use of School Buildings for Emergency Shelters

Red Cross and Kern County Fire Departments use Frazier Mountain High School for Emergency Shelters.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The following is a summary of the suspension policy:
A student may be suspended from school for no more than five (5) consecutive school days. The total number of days a student may be suspended from school shall not exceed twenty (20) days in any school year, with the exception of the following situations: - The student is transferred to another regular school or continuation school in which case a maximum of thirty (30) days of suspension is allowed, or
- The principal grants an extension of the suspension pending an expulsion hearing by the district expulsion panel or other disciplinary action.

Campus violations and procedures for Disciplinary Action pertaining to Suspension from school are as follows:

District Tobacco Use Policies
The Governing Board recognizes that tobacco use presents serious health risks and desires to provide support and assistance in reducing the number of students who begin or continue to use tobacco. A comprehensive prevention education program, consistent enforcement of laws prohibiting tobacco possession and use by students currently exists. The District is currently developing plans for intervention and cessation activities. The District has set the following policies in regard to prohibiting tobacco use:

1. Students and Parents shall not smoke or use tobacco, or any product containing tobacco or nicotine, while on campus, while attending school- sponsored activities or while under supervision and control of district employees. (Ed Code 48900, Health, and Safety Code)

2. Students and Parents shall not use smokeless tobacco, chew or other related products that contain nicotine while on campus or at school sponsored activities or dispose related waste in district-owned or leased buildings, and on district property. (Health and Safety Codes 104420 and 104495) If a student is caught in possession of tobacco or smokeless tobacco, or chew, or any products that contain nicotine could result in the following actions by the school administration:
- 3-day suspension and confiscation of any tobacco related paraphernalia, parent contact and possible citation by law enforcement.
- Subsequent offenses: 5-day suspension, recommendation of enrollment in secession program and citation by law enforcement. Ed. Code 48900 a (1). Cause, attempted to cause or threaten to cause physical injury to another person.
- 3-5 day suspension for all students. Conflict mediation upon return to school.
- Subsequent offence: 5 day suspension and possible expulsion or recommendation to Alternative Education program

Ed. Code 48900a (2) willfully used force or violence upon the person of another except in self-defense.
- 5-day suspension for the aggressor student and recommendation for expulsion. Parents and local law enforcement contacted.

Ed. Code 48900b possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object. 5-day suspension with recommendation for expulsion. Parents and local law enforcement contacted.

Ed. Code 48900c unlawfully possessed, used, sold, or furnished, under the influence of any controlled substance or intoxicant - 5-day suspension with recommendation for expulsion. Parents and local law enforcement contacted.

Ed. Code 48900d unlawfully offered, arranged, or negotiated to sell any controlled substance
- 5-day suspension with recommendation for expulsion. Parents and local law enforcement contacted.

Ed. Code 48900e committed or attempted to commit robbery or extortion
- 5-day suspension with recommendation for expulsion. Parents and local law enforcement contacted.

Ed. Code 48900f caused or attempted to cause damage to school property or private property.
- 2 day suspension and property or due value must be replaced or repaired. Parent and law enforcement contacted depending upon cost.
- Subsequent offense: 5 day suspension and property or due value must be replaced or repaired. Parents and local law enforcement contacted.

Ed. Code 48900g stolen or attempted to steal school property or private property.
- 2-day suspension and return of property. Contact parents and local law enforcement depending upon the cost of the item. Subsequent offense: 5-day suspension with recommendation for expulsion, return of property, contact parent and local law enforcement.

Ed. Code 48900h possession of tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets or betel. - 3 day suspension and confiscation of any tobacco related paraphernalia
- Subsequent offence: 5 day suspension

Ed. Code 48900i committed an obscene act or habitual profanity or vulgarity - First offence: 1-3 day suspension depending upon severity - Subsequent acts: 3-5 day suspension.

Ed. Code 48900j unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in section 11014.5 of the Health and Safety Code
- 5-day suspension. Parents and local law enforcement contacted.
- Subsequent acts: 5 day suspension, contact law enforcement and recommended for expulsion

Ed. Code 48900k Disrupting 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. - 1-3 day school suspension
- Subsequent acts: 3-5 days suspension

Ed. Code 48900i knowingly received stolen property or private property
- 5-day suspension, parent contacted, possible law enforcement notification and the property must be returned.
- Subsequent offense: 5-day suspension, parent notification, possible law enforcement contacted and recommendation for expulsion.

Ed. Code 48900m possession of imitation firearm:
- 5 day suspension, parent and law enforcement contacted, recommendation for expulsion

Ed. Code 48900n committed or attempted to commit sexual assault or committed sexual battery - 5 day suspension, contact parent and law enforcement and recommend for expulsion

Ed. Code 48900o harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary proceeding for the purpose of either preventing that pupil in being a witness or retaliating against a pupil for being a witness - 3 day suspension
- Subsequent offence: 5 day suspension, parent called and recommend for expulsion

Ed. Code 48900p made a terrorist threat against school officials or school property, or both (Ed. Code 48900.7) - 5-day suspension, parent notification and contact local law enforcement and recommendation for expulsion.

Ed. Code 48900.2 student has committed sexual harassment. There are two (2) types of sexual harassment:

Quid Pro Quo: sexual harassment consists of unwelcome sexual advances, requests for sexual favors or other verbal, visual or physical conduct of a sexual nature.

Hostile Environment: consists of unwelcome visual, verbal, or physical conduct that is directed at an employee or student because of that individual's gender and has a negative impact on the individual's work or academic performance or creates an intimidating, hostile, or offensive work or educational environment.
- 5 day suspension, parent and local law enforcement contacted

Ed. Code 48900.4 intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils that is sufficiently severe or pervasive to have the actual and reasonable expected effect to materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- First offence: 2-day suspension, mediation, parent conference
- Subsequent offences: 4-day suspension, parent conference and possible placement to Alternative Education.

Campus Violence:
Students have the right to attend Frazier Park Elementary School without being intimidated, threatened, or fear of hazing or physical harm. Speak and treat your peers, teachers, administrators, school staff and guests with courtesy and respect. Respect students' "space" and refrain from vulgar or obscene language. This behavior will not be tolerated. Students who engage and are found guilty of such involvement will face disciplinary action.

Loitering:
It is unlawful to:

- Loiter about any school or public place where school children normally attend or congregate. (P.C. 653 (g))
- Loiter, prowl, or wander about private property or another in the nighttime. (P.C. 647 (g))
- Have two or more persons assemble illegally who refuse to disperse upon lawful command. (P.C. 407, P.C. 409)

Gambling:
Gambling or pitching coins are not allowed on campus. Games such as Dice, cards, dominos etc. will be confiscated. Students could be suspended for 1-3 days.

Explosives:
It is unlawful to:
- Sell, use, possess, or discharge any dangerous or explosive material (H.S.12353)
- Sell or use explosive fireworks except for licensed public display. (H.S. 12750)

Exclusion:
Children with filthy or vicious habits; children suffering from contagious or infectious diseases; or children who have mental or physical disabilities if inimical to the welfare of others, may be excluded from school (Ed.Code 48211)

Narcotics:
The governing board of any school district may suspend or expel a pupil whenever it is established to the satisfaction of the board that the pupil has on school premises or elsewhere used, sold, or been in possession of narcotics (Ed. Code 48915 (e) (3))

Alcoholic Beverages:
It is unlawful for and person under the age of 21 years to purchase, to consume alcoholic beverages, or to be intoxicated in a public place (Penal Code 647 (f)). This also includes “energy drinks” with an alcoholic content.

Violating computer policy
- Parent contact and student has password revoked for two (2) weeks
- Subsequent referral: 1-3 day suspension and student has password revoked for semester.

Cheating:
- Student receives an F for the assignment, teacher notification to parent
- Subsequent offense: Possible 2 day suspension, removal from class and failure of the class for the semester, parent contacted, administrative review, possible removal in any extracurricular activity.

Forgery:
- 1st offense: in house suspension and parent contacted
- 2nd offense: 2 days suspension, parent conference and SARB contract
- 3rd offense: 5 days suspension and possible referral to El Tejon Continuation

Bullying and Cyber-Bullying:
Ed. Code 48900 (r) One or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threat or intimidations that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment. This also includes acts that are committed personally or by means of an electronic act (such as text messaging, blogs or social networking, and pictures/videos posted without victim’s permission).
2-4 days suspension, parent conference, confiscation of electronic devise, law enforcement contacted and possible alternative education placement.

School Bus Conduct:
Bus drivers are responsible for the orderly conduct of students on the school bus. Disorderly conduct by a pupil on a school bus is sufficient reason to deny transportation on a school bus by the administration. See bus referral for possible disciplinary action (see copy in appendix).
- First referral: Warning, parent contact and maybe assigned detention
- Second referral: 1 day bus suspension and parent contacted
- Third referral: 3 days bus suspension, and Saturday School assigned

- Fourth referral: 5 days bus suspension, in-house suspension, parent conference and behavior contract written
- Fifth referral: 2-3 days school suspension, bus suspension for remainder of semester

CALIFORNIA EDUCATION CODE: Suspension and Expulsion
EC §48900 - Grounds for suspension or expulsion; jurisdiction; legislative intent (Amended by Assembly Bill 86 effective January 1, 2009) A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive: (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense. (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (e) Committed or attempted to commit robbery or extortion. (f) Caused or attempted to cause damage to school property or private property. (g) Stolen or attempted to steal school property or private property. (h) possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (i) Committed an obscene act or engaged in habitual profanity or vulgarity. (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (l) Knowingly received stolen school property or private property. (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing," means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events. (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward pupil or school personnel. (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district, or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following: (1) While on school grounds. (2) While going to or coming from school. (3) During the lunch period whether on or off the campus. (4) During, or while going to or coming from, a school sponsored activity. (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a). (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases. (v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section. (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

48900.1. - Pupil suspended by teacher for 48900(i) or (k) violation; attendance of parent for portion of school day; local policy and procedures (a) The governing board of each school district may adopt a policy authorizing teachers to require the parent or guardian of a pupil who has been suspended by a teacher pursuant to Section 48910 for reasons specified in subdivision (i) or (k) of Section

48900, to attend a portion of a school day in the classroom of his or her child or ward. The policy shall consider reasonable factors that may prevent compliance with a notice to attend. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended. (b) The policy shall be adopted pursuant to the procedures set forth in Sections 35291 and 35291.5. Parents and guardians shall be notified of this policy prior to its implementation. A teacher shall apply any policy adopted pursuant to this section uniformly to all pupils within the classroom. The adopted policy shall include the procedures that the district will follow to accomplish the following: (1) Ensure that parents or guardians who attend school for the purposes of this section meet with the school administrator or his or her designee after completing the classroom visitation and before leaving the school site. (2) Contact parents or guardians who do not respond to the request to attend school pursuant to this section. (c) If a teacher imposes the procedure pursuant to subdivision (a), the principal shall send a written notice to the parent or guardian stating that attendance by the parent or guardian is pursuant to law. This section shall apply only to a parent or guardian who is actually living with the pupil. (d) A parent or guardian who has received a written notice pursuant to subdivision (c) shall attend class as specified in the written notice. The notice may specify that the attendance of the parent or guardian be on the day the pupil is scheduled to return to class, or within a reasonable period of time, thereafter, as established by the policy of the board adopted pursuant to subdivision (a). 48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of Grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

48900.5. Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 4 900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

48900.6. As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action. 48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

State Law and Suspension

Recent legislation was enacted to prevent students from losing learning opportunities for disciplinary reasons.

Ending Suspensions for Willful Defiance in Grades Kindergarten Through Eight: In 2013, the Legislature approved Assembly Bill 420, which prohibited suspensions on willful defiance or disruption grounds for students in grades kindergarten through three. According to data collected by the California Department of Education (CDE), suspensions for willful defiance significantly decreased upon passage of this measure. In 2019, the Legislature extended this prohibition to students in grades four through eight through Senate Bill 419 (https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB419). Research indicates that students of color; students with disabilities; and lesbian, gay, bisexual, transgender, queer, intersex, and asexual students are more likely to be suspended for low-level subjective offenses such as willful defiance. We support the goals of this legislation and have included the resources below to support implementation of school-wide and district-/county-wide policies to better support students facing social-emotional and academic struggles.
Homework for Students Suspended for Two or More Days: Assembly Bill 982 (https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB982), also enacted in 2019, requires local educational agencies (LEAs), including charters, to provide homework assignments to students upon the request of the parent, guardian, or student during a suspension of two or more school days.
In recent years there have been other statutory provisions designed to limit the use of suspensions and promote alternatives to suspension. These provisions aim to address the root causes of the student's behavior and to improve academic outcomes:

Minimize Suspension for Attendance Issues: California Education Code (EC) Section 48900(w)(1) states that it is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Instead of Suspension, Support: EC Section 48900(v) provides that a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, which are age-appropriate and designed to address and correct the pupil's specific misbehavior as specified in

EC Section 48900.5.

EC Section 48900(w)(2) adds that the MTSS, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.
Suspension as a Last Resort: And finally, EC Section 48900.5 provides that, except for specified exceptions, suspension, including supervised suspension, shall be imposed only when other means of correction fail to bring about proper conduct, and then continues to provide an extensive list of suggested positive, non-exclusionary alternative practices. Other means of correction may include additional academic supports, to ensure, for example, that instruction is academically appropriate, culturally relevant, and engaging for students at different academic levels and with diverse backgrounds.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notification to Teachers about Students and Criminal History

Notification to teacher; pupil who has engaged in acts constituting grounds for suspension or expulsion; civil or criminal liability; misdemeanor; fine; confidential information; application of section. Ed. Code 49079.

a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section

b) No school district, or school district officer or employee, shall be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.

c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a), is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

District Responsibility to Inform Teachers of Criminal History
A school district must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

a) Causing, attempting, or threatening physical injury to another.
b) Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object.
c) Possessing, using, or selling illegal drugs, alcohol, or drug paraphernalia.
d) Committing or attempting to commit robbery or extortion.
e) Damaging or attempting to damage school property.
f) Stealing or attempting to steal school or private property.
g) Committing an obscene act or engaging in habitual profanity or vulgarity.
h) Possessing, offering, arranging, or negotiating to sell, any drug paraphernalia;<
i) Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties; j) Knowingly receiving stolen school or private property.

A district employee who knowingly fails to provide mandated information about a pupil is guilty of a misdemeanor punishable by up to six months in jail, or up to $1,000 fine or both.

Such information is confidential and shall not be further disseminated. Ed. Code 49079.

If a minor enrolled in a public school (grades K-12) is found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, assault or battery, larceny, vandalism, or graffiti, the court must send written notice to the school superintendent within seven days. The information shall be expeditiously transmitted to any counselor who directly supervises the student and may be transmitted to any teacher or administrator with direct supervisorial or disciplinary responsibility over the minor who needs the information in order to work with the student, to avoid being needlessly vulnerable, or to protect other persons from needlessly vulnerability. Any information received by a teacher shall be received in confidence for the limited purpose of rehabilitating the minor and protecting students and staff and shall not be further disseminated except as far as communication with the juvenile, his or her parents, probation officer, and law enforcement is necessary for these purposes. Welf. & Inst. Code 827 (b).

Each notice received from the court shall be kept in a confidential file at the student's school, transferred to any subsequent school, and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18. The record shall then be destroyed. Welf & Inst. Code 827(b).

Further, even short of conviction, when a petition is filed in juvenile court or a complaint is filed in any court alleging that a minor is using, selling, or possessing drugs, the district attorney may provide written notice to the superintendent of the school district of attendance. Ed. Code 48909.

The superintendent or designee of the district where the minor is enrolled may inspect the minor's juvenile court file and all documents contained therein. Welf. & Inst. Code 827(b).

A law enforcement agency may also release information to a school district relating to the taking into custody or conviction of a minor from crime(s) against the property, students, or personnel of that district. Welf. & Inst. Code 828.3.

Additionally, the name of a minor 14 years of age or older, who has been found to be a ward of the court, may be disclosed to the public if the minor has committed a specified “serious” or “violent” felony. Welf. & Inst. Code 204.5.

A student or his/her parent or guardian must notify a school at the time of enrollment if the student was expelled previously from another school and must disclose the reason for the expulsion. Ed. Code 48915.1.

(E) Sexual Harassment Policies (EC 212.6 [b])

BULLYING PREVENTION
El-Tejon Unified 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. Student safety is a high priority and bullying of any student is not tolerated.

HOW DO I FILE A COMPLAINT OF SEX DISCRIMINATION?
A student, parent, guardian, employee, individual or organization may file a written complaint alleging discrimination, harassment, intimidation, and/or bullying on the basis of a protected characteristic under the District’s Uniform Complaint Procedure by sending a complaint to the site Principal and/or district Superintendent.

HOW WILL A COMPLAINT BE INVESTIGATED?
Complaints filed under the District’s Uniform Complaint Procedure will be investigated and a decision made within sixty calendar days of the District’s receipt unless the complainant agrees to an extension. The District’s compliance officer or designee may interview alleged victims, alleged offenders, and relevant witnesses. The compliance office may review available records, statements, or notes related to the complaint, including evidence or information received from the parties during the investigation. The compliance officer may visit reasonably accessible locations where discrimination is alleged to have occurred. As appropriate, the District’s compliance officer periodically will inform the parties of the status of the investigation. The complainant will be notified when a decision is made.

Complaints that are not filed under the District’s Uniform Complaint Procedures will be investigated and decided pursuant to the applicable procedure.

WHAT HAPPENS WHEN THE INVESTIGATION IS COMPLETE?
For complaints filed under the Uniform Complaint Procedures, the compliance officer will prepare and send a final written decision to the complainant and respondent, if any, within sixty calendar days of the District’s receipt of the complainant (unless this deadline is extended by mutual agreement).

If the complainant or respondent is not satisfied with the decision, either the complainant or respondent may, within five business days, file the complaint in writing with the Board. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

The complainant or respondent may appeal the District’s decision within fifteen calendar days to the California Department of Education. The appeal must specify the reason for the appeal and whether the District’s facts are incorrect and/or the law is misapplied. The appeal must include a copy of the original complaint to the District and a copy of the District’s decision. For more information, visit the California Department of Education’s webpage on Uniform Complaint Procedures.

For complaints alleging unlawful discrimination based on state law, the complainant may pursue available civil law remedies, including seeking assistance from mediation centers, or public/private interest attorneys, sixty calendar days after filing an appeal with the California Department of Education. (California Education Code § 262.3). Note that this sixty day moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (California Education Code §262.3).

Complaints may also be filed with the United States Department of Education, Office for Civil Rights, within 180 days of the alleged discrimination. For contact information, see the section above on “How do I file a complaint of sex discrimination?” for more information.

If the compliance officer finds that a complaint has merit, the District will take appropriate corrective action.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Trustees of the El Tejon Unified School District support a district-wide dress and appearance code.

The enforcement of the dress code is the responsibility of all ETUSD employees.

The Board and administration reserve the right to declare any made of dress that in their estimation inhibits the educational process or threatens the safety and protection of all students, as unacceptable. If students are dressed in an unacceptable manner, parents will be notified, and corrective measures must be taken before the student will be allowed to return to class.

Excessively large trousers, pants, and overalls may not be worn. All trousers and pants must be worn at the waist. Belt ends may not hang down. No ‘SAGGING” Pants are allowed.

Excessively oversized shirts, including oversized tee shirts, worn outside pants, are not allowed. Shirt length cannot extend beyond the tips of fingers when student is standing with arms hanging down. Overalls must be worn with straps on the shoulders, not hanging loose.

Hats, caps and attached hoods shall not be worn indoors; site-approved hats, caps and other headgear may be worn for sun protective needs or warmth Bandanas and hairnets may not be worn at any time. Special individual needs regarding headgear should be discussed with the school principal.

Clothing that is excessively revealing is unacceptable. Excessively revealing includes:

Clothing that is extremely tight fitting
Backless halter tops or dresses; tube tops; tank-top shirts or muscle shirts cut low at armpits or neckline Clothing that shows bare midriffs
Shorts, the length of which is shorter than halfway between mid-thigh and knee
Clothing that is transparent or revealing
Underwear being worn as an outer garment

Suggestive clothing or objects may not be worn which are obscene or depict illegal activity. This includes buttons, armbands, shirts, insignias, etc. Clothing with crude or vulgar printing or pictures depicting tobacco, drugs, alcoholic beverages, or clothing that is sexually suggestive or disruptive is not acceptable.

No bare feet or unsafe or disruptive is not acceptable. All shoes must have a back strap.

Cosmetics to the face and hair (Mohawks etc.) that distract from the educational process are unacceptable except on appropriate days declared by the administration.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Frazier Park Elementary School takes pride in being a part of a school district that has a mission to provide a safe environment for all stakeholders. The student day is from 8:10 A.M. - 2:20 P.M except on Minimum Day Wednesdays, dismissal is at 1:20 P.M. for all students in grades TK - 4. Parents dropping students off at school should be aware that supervision IS NOT available before 7:45 A.M. School office hours are 7:30 A.M. - 4:00 P.M.

The Boys and Girls Club is offered to all students in grades TK-4. The hours are from 2:20 P.M.- 6:00 P.M. (M, Tu, Th, F) and 1:20 P.M.-6:00 P.M. (W) Students participating in the Boys and Girls Club Program follow the rules and expectations established by the Boys and Girls Club program. The campus is checked regularly to ensure clear passageways to and from school buildings.

Parents are encouraged to use the student valet drop off located in the front of the school in the mornings and afternoon. Once arriving on campus, students are to immediately go to the playground or the cafeteria to have breakfast. Students not participating in after school activities are directed to leave campus immediately. Students waiting for their rides after dismissal are directed to wait in the designated location or report to the office.

CLOSED CAMPUS: All doors which provide access to classrooms and other rooms, except the main office, remain locked. All visitors to the campus must come through the office to sign in and obtain a visitor's badge which they must wear for the duration of the time they are on campus. All perimeter gates are locked during school hours.

LEAVING EARLY: Students must stay on campus from the time of arrival in the morning, during lunch and after school while waiting for the bus, or to be picked up. Students may leave campus during school hours if parents, guardians, or persons designated by parents or guardians come to pick them up from school. A written request or a phone call from a parent or guardian must be submitted if someone other than the parent or someone on the emergency card is going to pick up a child. Persons picking up students during the school day must sign the student out in the front office. They must be at least 18 years of age. Under no circumstances should a student leave campus without permission.

LATE ARRIVALS: If a student is late to class without an approved reason, it is a tardy. If a student is late in the morning, he/she must report to the office for a late slip and then quickly go to class.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

Component:

Positive School Environment

Element:

A school-wide behavior and discipline plan implemented and reinforced through "common language" by students and staff.

Opportunity for Improvement:

Student Expectancies are shared and reviewed with students and staff on regular basis. Campus-wide expectancies are reinforced on a daily basis.

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
Positive student interaction and conduct during recess	Use of common terminology by all staff. Use of common activities in all classrooms. Expectancies Assemblies. Student Referrals for in school counseling. Attend training for Character Counts and PD for teachers as needed	Site Trainings	Principal	Tracking office referrals
Awareness and education for bullying/cyberbullying prevention	Teachers will complete activities in the classroom.	Teacher and student materials	Principal/Teachers	Tracking discipline referrals and bullying reports using Aeries (SIS)
Organized activities during less structured/recess time	Handball Basketball Jump rope Swings Bars Slides Soccer	Developing boundaries to maintain a safe playing environment.	Principal Yard Duties	Tracking office referrals
Provide guidance through counseling as needed	Student Referrals for in school counseling.	School Based Counseling Child and Family Center Counseling	Principal, teacher, part time School Psychologist, Child and Family Center	Tracking student overall school performance. Behavior
Positive student/teacher /peer relationships	Attend training for Character Counts and PD for teacher as needed.	Character Counts Education.	Principal	Tracking discipline, relationships, student/teacher/peer relationships.
Train playground supervisors on behavior system.	Hold monthly meetings/trainings for campus supervisors.	Training materials.	Principal	Observations Meeting agendas Office referrals
Continue assemblies that highlight and reward students for positive attendance and behavior.	Communicate with staff and students requirements for awards.	District funds for awards/incentives. PTSO funding for awards. Site funds.	Principal	Attendance reports Behavior referrals
Keep parents and families informed of positive behavior support plan.	Share positive behavior plan and operations procedures at Back to School Night, ELAC, SSC, and other parent nights throughout the year.	Principal presentations.	Principal	Meeting agendas Meeting minutes

Goal

Component:

Disaster Preparedness

Element:

Preparing staff and students for emergencies.

Opportunity for Improvement:

Monthly drills and staff feedback.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ongoing review of the Disaster Drill Procedures	Participate in regular review of disaster drills	District disaster procedures	Principal	Drills to be completed in a timely manner.
On -going practice of fire drills, earthquake drills and lockdown drills	Monthly fire drills and earthquake drills. Quarterly lock down drills. Drills conducted at different times per day.	District disaster procedures	Principal/Teachers	Drills to be completed in a timely manner and students learn from procedures.
Inventory of Disaster Plan supplies.	Review the inventory restock and items in the bin	Inventory	Principal	Update inventory
Emergency evacuation of students from the outside	Practice earthquake, lock down and fire drills during recesses	District disaster procedures	Principl	Students evacuate yard in a timely manner.
Inventory and restock teacher backpacks	Ask teachers to check the inventory of their backpacks	Uniformed list for contents of backpacks	Principal, Teachers, Health Aide	Teachers check and report the backpacks contents. Health Aide participates in restocking backpacks

Goal

Component:

Safe physical environment

Element:

Safe ingress and egress for parents, students, and staff

Opportunity for Improvement:

Principal visibility, campus walkthroughs and monthly inspections

Objectives	Action Steps	Resources	Lead Person	Evaluation

Vehicle & pedestrian traffic safety	Review safe to and from school practices for students who walk to school. Expectancies Assemblies	Review of safety rules	Principal	Tracking number of incidents observed and reported
Safe street crossing	Review safe to and from school practices for student who walk to school. Expectancies Assemblies	Review of walking to and from school	Principal	Tracking number of incidents observed and reported
Closed campus/locked perimeter gates	Phone messages to remind parents to check in with the front office and get a visitor sticker Staff supervision	Review of expectations	Principal	Tracking number of incidents observed and reported
Clean and safe environment	Timely reporting of necessary classroom/campus repairs.	Freshworks (Maintenance & Operations) tickets for repairs	Principal, Custodian, Teachers	Tracking repair request lists and completion reports.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Frazier Park Elementary School Student Conduct Code

Conduct Code Procedures

General Rules Governing Student Conduct

Cooperation is essential to maintaining an orderly campus and certain standards of behavior are expected from all students. As a student at Frazier Mountain High School you are expected to be aware of and accept your individual responsibilities and behavior.
Be responsible for yourself and your property
Be responsive to your school community
Be ready for each class period with the proper learning materials
Review and reflect as you go over each day's activities and lessons
Students are expected to be punctual to classes and attend on a regular basis,
Conform to regulations of the school
Obey directions of teachers and others of authority
Be diligent in study
Be respectful of teachers and others in authority, kind and obligating to
Schoolmates
Refrain entirely from profanity and vulgar language.
(Art. Sec. 62; Title V CA Admin. Code)

Students must comply with school regulations, pursue the required courses of study, and submit to the authority of teachers (Ed. Code 48908). Students do not have the right to interfere with the learning process of others. Therefore students must follow teacher imposed and school class rules. You are responsible for your actions and the consequences for those actions. The Principal is responsible for administering student discipline. You can contact the Principal at (661) 248-0310 or e-mail at shaflich@el-tejon.org.

Office Referrals:
Referrals are issued by the teacher or school staff for classroom or school infractions and are referred to the assistant principal for disciplinary action. When a student receives a referral from a teacher, the teacher will contact the parent. Referrals determine part of the student's citizenship grade. Parents will be contacted by phone or e-mail. A possible parent conference could be held prior to returning student to class. Any referral that violates Education Code 48900, the students will be subject to suspension.

Lunch Detention, After School Detention and Saturday School: (Ed. Code 44807.5, C.C.R. Title 5, Sec. 353, AR5144 (b)
Lunch Detention is generally assigned to students who are tardy to class or have been issued a referral. Saturday School hours are from 8:30 a.m. until 12:00 p.m. and students are responsible for their transportation. Both detention and Saturday School must be served on the date assigned. Failure to serve will result in further disciplinary action by the assistant principal.

The following is a summary of the suspension policy:
A student may be suspended from school for no more than five (5) consecutive school days. The total number of days a student may be suspended from school shall not exceed twenty (20) days in any school year, with the exception of the following situations:
The student is transferred to another regular school or continuation school in which case a maximum of thirty (30) days of suspension is allowed, or
The principal grants an extension of the suspension pending an expulsion hearing by the district expulsion panel or other disciplinary action.

Campus violations and procedures for Disciplinary Action pertaining to Suspension from school are as follows:

District Tobacco Use Policies
The Governing Board recognizes that tobacco use presents serious health risks and desires to provide support and assistance in reducing the number of students who begin or continue to use tobacco. A comprehensive prevention education program, consistent enforcement of laws prohibiting tobacco possession and use by students currently exists. The District is currently developing plans for intervention and cessation activities.

The District has set the following policies in regards to prohibiting tobacco use:

Students and Parents shall not smoke or use tobacco, or any product containing tobacco or nicotine, while on campus, while attending school-sponsored activities or while under supervision and control of district employees. (Ed Code 48900, Health and Safety Code)

Students and Parents shall not use smokeless tobacco, chew or other related products that contain nicotine while on campus or at school sponsored activities, or dispose related waste in district-owned or leased buildings, and on district property. (Health and Safety Codes 104420 and 104495)

If a student is caught in possession of tobacco or smokeless tobacco, or chew, or any products that contain nicotine could result in the following actions by the school administration:
3-day suspension and confiscation of any tobacco related paraphernalia, parent contact and possible citation by law enforcement.
Subsequent offenses: 5-day suspension, recommendation of enrollment in secession program and citation by law enforcement.

Ed. Code 48900 a (1). Cause, attempted to cause or threaten to cause physical injury to another person.
3-5 day suspension for all students. Conflict mediation upon return to school.
Subsequent offence: 5 day suspension and possible expulsion or recommendation to Alternative Education program

Ed. Code 48900a (2) willfully used force or violence upon the person of another except in self-defense.
5-day suspension for the aggressor student and recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900b possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900c unlawfully possessed, used, sold, or furnished, under the influence of any controlled substance or intoxicant
5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900d unlawfully offered, arranged, or negotiated to sell any controlled substance
5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900e committed or attempted to commit robbery or extortion
5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900f caused or attempted to cause damage to school property or private property.
2 day suspension and property or due value must be replaced or repaired. Parent and law enforcement contacted depending upon cost.
Subsequent offense: 5 day suspension and property or due value must be replaced or repaired. Parent and local law enforcement contacted.

Ed. Code 48900g stolen or attempted to steal school property or private property.
2-day suspension and return of property. Contact parent and local law enforcement depending upon cost of the item.
Subsequent offence: 5-day suspension with recommendation for expulsion, return of property, contact parent and local law enforcement.

Ed. Code 48900h possession of tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets or betel.
3 day suspension and confiscation of any tobacco related paraphernalia
Subsequent offence: 5 day suspension

Ed. Code 48900i committed an obscene act or habitual profanity or vulgarity
First offence: 1-3 day suspension depending upon severity
Subsequent acts: 3-5 day suspension.

Ed. Code 48900j unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in section 11014.5 of the Health and Safety Code
5-day suspension. Parent and local law enforcement contacted.
Subsequent acts: 5 day suspension, contact law enforcement and recommended for expulsion

Ed. Code 48900k Disrupting 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.
1-3 day school suspension
Subsequent acts: 3-5 days suspension
Ed. Code 48900i knowingly received stolen property or private property
5-day suspension, parent contacted, possible law enforcement notification and the property must be returned.
Subsequent offense: 5-day suspension, parent notification, possible law enforcement contacted and recommendation for expulsion.

Ed. Code 48900m possession of imitation firearm:
5 day suspension, parent and law enforcement contacted, recommendation for expulsion

Ed. Code 48900n committed or attempted to commit sexual assault or committed sexual battery
5 day suspension, contact parent and law enforcement and recommend for expulsion

Ed. Code 48900o harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary proceeding for the purpose of either preventing that pupil in being a witness or retaliating against a pupil for being a witness
3 day suspension
Subsequent offence: 5 day suspension, parent called and recommend for expulsion

Ed. Code 48900p made a terrorist threat against school officials or school property, or both (Ed. Code 48900.7)
5-day suspension, parent notification and contact local law enforcement and recommendation for expulsion.

Ed. Code 48900.2 student has committed sexual harassment. There are two (2) types of sexual harassment:

Quid Pro Quo: sexual harassment consists of unwelcome sexual advances, requests for sexual favors or other verbal, visual or physical conduct of a sexual nature.

Hostile Environment: consists of unwelcome visual, verbal, or physical conduct that is directed at an employee or student because of that individual's gender and has a negative impact on the individual's work or academic performance or creates an intimidating, hostile, or offensive work or educational environment.
5 day suspension, parent and local law enforcement contacted
Ed. Code 48900.4 intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils that is sufficiently severe or pervasive to have the actual and reasonable expected effect to materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
First offence: 2-day suspension, mediation, parent conference
Subsequent offences: 4-day suspension, parent conference and possible placement to Alternative Education.

Campus Violence:
Students have the right to attend Frazier Mountain High School without being intimidated, threatened, fear of hazing or physical harm. Speak and treat your peers, teachers, administrators, school staff and guests with courtesy and respect. Respect students "space" and refrain from vulgar or obscene language. This behavior will not be tolerated. Students who engage and are found guilty of such involvement will face disciplinary action.

Loitering:
It is unlawful to:
Loiter about any school or public place where school children normally attend or congregate. (P.C. 653 (g))
Loiter, prowl, or wander about private property or another in the nighttime. (P.C. 647 (g))
Have two or more persons assemble illegally who refuse to disperse upon lawful command. (P.C. 407, P.C. 409)

Gambling:
Gambling or pitching coins are not allowed on campus. Games such as
Dice, cards, dominos etc. will be confiscated. Student could be suspended for 1-3 days.

Explosives:
It is unlawful to:
Sell, use, possess, or discharge any dangerous or explosive material
(H.S.12353)
Sell or use explosive fireworks except for licensed public display. (H.S. 12750)

Exclusion:
Children with filthy or vicious habits; children suffering from contagious or infectious diseases; or children who have mental or physical disabilities if inimical to the welfare of others, may be excluded from school (Ed.Code 48211)

Narcotics:
The governing board of any school district may suspend or expel a pupil whenever it is established to the satisfaction of the board that the pupil has on school premises or elsewhere used, sold, or been in possession of narcotics
(Ed. Code 48915 (e) (3))

Alcoholic Beverages:
It is unlawful for and person under the age of 21 years to purchase, to consume alcoholic beverages, or to be intoxicated in a public place (Penal Code 647 (f)).
This also includes and "energy drinks" with an alcoholic content.

Violating computer policy
Parent contact and student has password revoked for two (2) weeks
Subsequent referral: 1-3 day suspension and student has password revoked for semester.

Cheating:
Student receives an F for the assignment, teacher notification to parent
Subsequent offense: Possible 2 day suspension, removal from class and failure of the class for the semester, parent contacted, administrative review, possible removal in any extra curricular activity.

Forgery:
1st offense: in house suspension and parent contacted
2nd offense: 2 days suspension, parent conference and SARB contract
3rd offense: 5 days suspension and possible referral to El Tejon Continuation High School

Bullying and Cyber-Bullying:
Ed. Code 48900 (r) One or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threat or intimidations that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment. This also includes acts that are committed personally or by means of an electronic act (such as text messaging, blogs or social networking (My Space, et al.) and pictures/videos posted without victim's permission).
2-4 days suspension, parent conference, confiscation of electronic devise, law enforcement contacted and possible alternative education placement.

School Bus Conduct:
Bus drivers are responsible for the orderly conduct of students on the school bus. Disorderly conduct by a pupil on a school bus is sufficient reason to deny transportation on a school bus by the administration. See bus referral for possible disciplinary action (see copy in appendix).
First referral: Warning, parent contact and maybe assigned detention
Second referral: 1 day bus suspension and parent contacted
Third referral: 3 days bus suspension, and Saturday School assigned
Fourth referral: 5 days bus suspension, in-house suspension, parent conference and behavior contract written
Fifth referral: 2-3 days school suspension, bus suspension for remainder of semester

(K) Hate Crime Reporting Procedures and Policies

Addressing Hate Crimes and Conflicts in School and in the Community
(https://www2.ed.gov/offices/OCR/archives/Harassment/address1.html)
The section provides specific information to help school districts respond to and prevent hate crimes that may occur at school or involve members of the school community.
HATE OR BIAS CRIME. For purposes of this Guide, the term "hate or bias crime" is used to describe an offense against persons or property motivated by hate or bias against a victim based on race, ethnicity, national origin, religion, sex disability, or sexual orientation. Violence motivated by such factors seriously threatens the values of the school and the larger community and the physical safety and mental well-being of all of those affected. Examples of hate-motivated crime include threatening phone calls, defacing or destroying personal property or buildings, hate mail, bomb threats, other threats of physical harm and intimidation, physical assault, arson, vandalism, cross-burnings, and destruction of religious symbols. Other incidents of harassment, such as racial epithets or graffiti, which occur at school, are also of interest to law enforcement agencies, as well as to school officials, because of their potential for causing dangerous confrontation, disruption of order and public safety, and violent retaliation outside of school property or school hours.

The following are steps that districts should take to confront and eliminate hate crimes and other incidents of harassment and confrontation that threaten public safety, involve multiple persons as targets or perpetrators, generate community tensions, or disrupt school order and discipline.

Identify the hate crime laws that apply in the school's jurisdiction.

Congress has enacted federal laws that provide both criminal and civil remedies to victims of bias-motivated crimes. One of these

federal criminal civil rights statutes, 18 U.S.C. § 245, prohibits the intentional interference, by force or threat of force, with certain federally protected activities, including enrollment in public schools, where the interference is motivated by discrimination on the basis of race, color, religion, or national origin. This law also protects individuals who are helping others obtain an equal opportunity for a public education.

Federal law also allows more severe penalties when other federal offenses are motivated by bias. Section 280003 of Public Law 103322, 28 U.S.C. 994, provides for increased penalties for persons convicted of federal crimes when the victims were selected "because of the actual or perceived race, color, religion, national origin, gender, disability, or sexual orientation of any person."

Indicators that criminal acts might be motivated by discrimination:
Attacks in which the victim and perpetrator are of a different race, religion, national origin, gender, or sexual orientation, especially a pattern of such attacks
A perception by the victim that the perpetrator was motivated by bias
Victim's known association with activities relating to his or her race, ethnicity, religion, disability, sex, or sexual orientation (for example, attacks on participants in Black History Month programs) Prior or recent news coverage of similar bias incidents
Hostile acts directed against members of groups whose presence in the area is opposed, or when the group is small in number
Manner and the means of attack, for example, violent attacks or beatings without another apparent motive
Use of language and symbols of ethnic hate such as swastikas and burning crosses, racial and ethnic slurs, the color of paint, and the spelling of words
Ongoing neighborhood or community conflicts or problems that may have initiated or contributed to the act, for example, bias incidents that may provoke retaliation
Possible involvement by an organized hate group, as shown by contemporaneous circulation of printed literature or organized hate activity in the area

Consult the state attorney general and local prosecutor and police department to determine the types of bias incidents recognized as criminal offenses in the state, county, and municipality in which the district is located. Also determine the definitions of other criminal offenses that may be applicable to harassing conduct. The definitions should be widely disseminated and may be included in the district's policy.
Like bias crimes, sexual offenses should trigger close cooperation with law enforcement agencies. Definitions of these offenses should be made available to appropriate school officials.

Recognize bias-motivated crime and violence
School administrators should learn to recognize typical indicators of crimes against persons or property that appear to be motivated by bias so that they can alert law enforcement officers to the possible nature of the offense. Screening of all disciplinary incidents to identify such indicators may be warranted in some schools.

Contact law enforcement personnel, as appropriate

REFERRALS TO LAW ENFORCEMENT AGENCIES. School officials should contact law enforcement officials when hate crimes are committed or suspected of being on school property or in connection with off-site school activities. School officials should also contact law enforcement officials when they become aware of information indicating that any criminal behavior is occurring or is imminent that threatens the life or safety of students or other persons, whether or not the behavior relates to school property or activities.

School officials should also make referrals when less serious incidents occur. Circumstances that should be considered in determining whether a referral is advisable include the nature and seriousness of the conduct and the risk that the conduct poses to the health, safety, or well-being of students, employees, and the public. School officials should remember that prosecutors and police may have information and techniques that may help to identify the perpetrators, to determine the motivation for the incident, and to assess the possibility that violent retaliation or escalation may occur.

Referrals can be made even if information is insufficient for a formal charge. Referrals can also be made when a pattern of incidents at school becomes apparent. Referrals can be made to child protection units, juvenile authorities, police departments, and prosecutors, as appropriate. Schools should determine whether the attorney general of their state, a state or local civil rights agency, or other non-police agencies also accept referrals of bias incidents for investigation and remediation or can aid school officials or victims.

Preserve evidence for investigation
Balance the need to preserve the physical evidence of hate crime for investigation with the duty to minimize the exposure of students to harmful messages. Investigation may identify the perpetrator and determine if a hate group may be involved. Cover or conceal graffiti or other evidence of hate crimes while contacting law enforcement authorities to reduce the chance that students will see it. Photographing all instances of hate-motivated or harassing graffiti is a good practice, and, if a criminal violation is involved, the physical evidence should be preserved until the police approve removal.

(J) Procedures to Prepare for Active Shooters
Bullying and Cyber-Bullying:
Ed. Code 48900 (r) One or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threat or intimidations that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment. This also includes acts that are committed personally or by means of an electronic act (such as text messaging, blogs, or social networking (My Space, et al.) and pictures/videos posted without victim's permission.
2-4 days suspension, parent conference, confiscation of electronic devise, law enforcement contacted and possible alternative education placement.

(J) Procedures to Prepare for Active Shooters

4.3 Lock Down
This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.
The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. Cell phones may be used to accomplish this task.
"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."
If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). If students are missing or in the wrong classroom, notify the office when safe.

Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Communications should be restricted to specific intruder information.
The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Ed. Code 48900 (r) One or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threat or intimidations that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment. This also includes acts that are committed personally or by means of an electronic act (such as text messaging, blogs or social networking (My Space, et al.) and pictures/videos posted without victim's permission).
2-4 days suspension, parent conference, confiscation of electronic devise, law enforcement contacted and possible alternative education placement.

Opioid Prevention and Life-Saving Response Procedures

Naloxone stored in health office. Staff has been trained on how to dispense in case of an overdose.

Call to 911

Guidance to use:

Gently insert the tip of the nozzle into one nostril, until your fingers on either side of the nozzle are against the bottom of the person's nose. Press the plunger firmly to give the dose of NARCAN Nasal Spray. Remove the NARCAN Nasal Spray from the nostril after giving the dose. Get emergency medical help right away.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Call 911
Implement lock down procedures

Instructional Continuity Plan

During a "soft" lock down staff may continue to provide instruction.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on and adopted by Frazier Park Elementary School on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Frazier Park Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- [ ] Short messaging service (SMS)
- [x] Phone Calls
- [x] Email
- [ ] School Portal
- [ ] Social Media
- [ ] Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In the event of unforeseen circumstances such as power outages, damage to communication infrastructure, or other emergencies that may disrupt normal operations, the school will implement alternative methods to ensure continued two-way communication. Backup communication systems, including battery-powered devices, district-issued mobile phones, and internet-based platforms accessible via cellular service, will be utilized when available. Staff will follow established emergency communication protocols to relay information to students, families, and district personnel. When electronic communication is limited or unavailable, in-person communication, printed notices, and coordination with local emergency services will be used as appropriate. These measures are intended to ensure timely, accurate, and consistent communication during emergencies while prioritizing the safety of students and staff.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The school has established procedures to identify and address pupils' social-emotional, mental health, and academic needs through a coordinated and multi-tiered system of support. Identification may occur through ongoing academic monitoring, staff observations, student and family communication, and referral processes. When needs are identified, pupils may be provided with appropriate supports, including counseling services, mental health interventions, academic assistance, and referrals to additional resources. Collaboration among teachers, administrators, and support staff ensures services are responsive and aligned to individual student needs. These plans are designed to promote student well-being, support academic progress, and maintain continuity of services across instructional settings.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Frazier Park Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

The school has established procedures to identify and support pupils' social-emotional, mental health, and academic needs through a coordinated, multi-tiered approach. Ongoing monitoring of student progress, teacher observations, and communication with families are used to identify areas of need. When concerns are identified, pupils may be referred for additional support services, including counseling, mental health services, academic interventions, or other appropriate resources. Collaboration among teachers, support staff, and service providers ensures that supports are aligned with pupils' individual needs. These plans are designed to promote student well-being, maintain access to instruction, and provide timely support in a safe and supportive learning environment.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Frazier Park Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

As required, any remote instruction offered will align with expectations for access and equity. The school will take reasonable steps to ensure that all students have meaningful access to instructional materials, technology, and support services regardless of learning environment. Instruction will be delivered in a manner that addresses diverse student needs and supports equitable participation, consistent with applicable laws and district policies.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

The school will utilize multiple methods to distribute instructional materials to ensure equitable access for all students. Digital materials, including assignments, instructional resources, and communications, will be distributed through established online learning platforms, email, and school or district websites. Non-digital materials, such as printed packets or instructional supplies, will be made available through scheduled pick-up times, mail distribution, or other approved methods as needed. The school will communicate distribution schedules and procedures to families in advance and will make reasonable accommodations to address individual student needs.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

As required, any remote instruction offered will align with expectations for access and equity. The school will take reasonable steps to ensure all students have meaningful access to instruction, instructional materials, technology, and support services, regardless of learning environment, in accordance with applicable laws and district policies.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Frazier Park Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

The LEA has established procedures to support temporary reassignment of students and services through coordination with neighboring local educational agencies (LEAs) when necessary. Such arrangements may be implemented in the event of emergencies, facility disruptions, or other circumstances that impact the LEA's ability to provide in-person instruction or services. Temporary reassignment will occur in accordance with applicable laws, interagency agreements, and district policies, and will prioritize student safety, continuity of instruction, and equitable access to services. Communication with families will occur prior to any reassignment whenever possible, and coordination among participating LEAs will ensure appropriate supervision, instructional alignment, and support services during the reassignment period.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

The school will maintain established communication protocols to ensure timely, accurate, and consistent information is shared with families, students, staff, and faculty. Information will be disseminated through multiple methods, including phone calls, email, school

and district websites, messaging platforms, and written notices, as appropriate. Routine updates will be provided on a regular basis, and additional communications will be issued as needed in response to emergent situations or changes in operations. In urgent situations, notifications will be shared as soon as reasonably possible using the fastest available communication methods. Timelines and frequency of communication will be determined by the nature of the information being shared, with the goal of keeping all stakeholders informed while minimizing unnecessary disruptions.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

The school has established plans to ensure technology readiness for both educators and students to support a timely transition from in-person instruction to remote learning through independent study, when necessary. Students and families will be provided early access to Independent Study Program written agreements in accordance with applicable requirements. Online instructional platforms will be used to provide continuous access to assignments, academic resources, and instructional materials. The school will assign devices as needed and support access to internet connectivity to minimize barriers to participation. Educators will utilize established digital platforms to deliver instruction, monitor progress, and communicate with students and families. These measures are designed to maintain continuity of learning, ensure equitable access to instruction, and support student engagement during periods of remote or independent study.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

The school will prioritize essential learning by identifying standards-aligned learning objectives that focus on critical knowledge and skills. Instruction will be designed to ensure continuity and coherence across learning environments. Student progress will be monitored through regular formative assessments, assignment completion, and teacher observations. When additional support is needed, the school will provide targeted interventions whenever possible, including tutoring, scheduled check-ins, virtual office hours, and other instructional supports. These practices are intended to promote academic progress, address learning gaps, and ensure students remain engaged and supported during periods of in-person, remote, or independent study instruction.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

The school is committed to ensuring that all students, including students with disabilities, students experiencing homelessness, foster youth, and English learner (EL) students, continue to have equal access to instructional resources. Instructional materials, technology, and support services will be provided in a manner that addresses individual student needs and legal requirements. Accommodations, modifications, and related services outlined in IEPs, Section 504 plans, and language acquisition plans will continue to be implemented to the extent possible. The school will coordinate with support staff and community resources to address barriers related to technology, connectivity, or stability. These measures are intended to promote equity, continuity of instruction, and meaningful participation for all students across learning environments.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Individualized Education Programs (IEPs) will continue to be implemented and maintained in accordance with applicable state and federal requirements. Special education services, accommodations, and supports will be provided to the greatest extent possible across instructional settings, including in-person, remote, or independent study environments. IEP team meetings will be held within required timelines and may occur in person or through virtual platforms, as appropriate. Progress toward IEP goals will be monitored and documented, and families will be informed of student progress on a regular basis. The school will collaborate with families and service providers to address changes in service delivery as needed to ensure students continue to receive a free appropriate public education (FAPE).

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English Learner (EL) students will continue to be supported in alignment with the principles of the California English Learner Roadmap Policy, which emphasizes assets-based instruction, meaningful access to grade-level content, and integrated and designated English Language Development (ELD). Instructional practices will promote language development across content areas while maintaining high academic expectations. EL progress will be monitored through ongoing assessment of language proficiency and academic performance. Translation and interpretation services will be provided as needed to support family engagement and communication. Collaboration among teachers, EL specialists, and support staff will ensure instructional strategies and services are responsive to student needs across instructional settings.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The school will provide professional learning opportunities and resources to support educators in the event a transition to remote instruction and assessment is required. Training will focus on effective use of online instructional platforms, remote assessment practices, student engagement strategies, and accessibility considerations. Educators will have access to ongoing technical support, instructional resources, and collaborative planning opportunities to support consistent implementation. These professional learning activities are designed to ensure instructional continuity, maintain instructional quality, and support accurate assessment of student progress across learning environments.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The LEA will ensure that students and families have access to physical and mental health professionals to support student well-being across instructional settings. Services may be provided in person or through virtual platforms, as appropriate. The LEA will make reasonable efforts to provide access to professionals who speak languages other than English and to offer interpretation or translation services when needed. Coordination among school staff, health professionals, and community agencies will support timely referrals and continuity of care. These measures are intended to promote equitable access to health services and support the physical, social-emotional, and mental health needs of all students.

Plans to provide access back-up, water and medicines in the event of an emergency.

The school will maintain plans to ensure access to backup water and essential medications during emergencies. Emergency supplies, including potable water and first aid materials, will be stored in designated, secure locations that are accessible to staff during a crisis. For students who require medication, the school will follow established procedures for safe storage, access, and administration in accordance with district policy and state law. Staff trained in medication administration will be available to support students as needed. When appropriate, the school will coordinate with families and healthcare providers to ensure that students' medical needs are met during emergency situations. These measures are designed to protect student health and safety and to support continuity of care during emergencies.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

The school will ensure continuity of essential support services, including special education, counseling, after-school programs, and access to kitchens and food services, regardless of instructional setting. Services will be adapted to remote, hybrid, or in-person environments as needed, while maintaining compliance with applicable requirements. Special education services and supports will continue in alignment with IEPs and 504 plans, including virtual delivery when appropriate. Counseling and social-emotional support will be available through in-person and/or virtual platforms, with referral processes maintained to support student needs. After-school programs will be modified to align with health and safety guidelines and may include virtual enrichment opportunities, structured check-ins, and learning support. The school will continue to provide access to meals through on-site service, grab-and-go distribution, or other approved meal delivery options to ensure students have access to nutritious food. These measures are designed to support student well-being, maintain access to services, and promote continuity of learning during emergencies or changes in instructional delivery.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The development and implementation of this Instructional Continuity Plan (ICP) will be a collaborative effort involving administrators, faculty, information technology staff, students, and parents. Administrators will lead planning and coordination, ensuring alignment with district policies and safety requirements. Faculty will contribute instructional expertise, identify student needs, and support implementation of remote and hybrid learning strategies. Information technology staff will provide technical guidance, support device and connectivity needs, and assist with the selection and use of digital platforms. Students and parents will provide input regarding access, engagement, and support needs, including feedback on the effectiveness of communication and instructional resources. Ongoing collaboration will be maintained through regular planning meetings, surveys, and communication channels to ensure the ICP remains responsive to changing needs and is implemented effectively across all stakeholders.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Prior to returning to normal operations or reopening school sites following a disruption, the LEA will ensure that conditions support the health, safety, and instructional needs of students and staff. Reopening decisions will be based on guidance from public health authorities, district policies, and local conditions. Key considerations may include ensuring that facilities are safe and operational, necessary repairs or sanitation measures are complete, and essential services (such as utilities, transportation, and food service) are restored. Additionally, the LEA will confirm that adequate staffing, instructional resources, and supports are available to resume in-person learning. Communication with families, staff, and community partners will occur prior to reopening to ensure clear expectations and timelines. The LEA will monitor conditions and may adjust reopening plans as needed to maintain safety and continuity of instruction.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Frazier Park Elementary School’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Frazier Park Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

The principal (or their designee) is responsible for confirming the presence of immigration enforcement personnel on the schoolsite and initiating required notifications. Upon receiving a report or observation of immigration enforcement activity, the principal or designee will immediately verify the situation by confirming the identity and purpose of the individuals present, using available information such as official identification, agency credentials, or communication with the enforcement agency.

Once the presence of immigration enforcement is confirmed, the principal or designee will promptly notify the appropriate district office and follow the district's established procedures for communication to staff and families, including any required notifications under applicable laws and district policy. Notifications will be delivered in a manner that is timely, accurate, and consistent with student and staff safety and confidentiality requirements.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Once the principal (or designee) has confirmed the presence of immigration enforcement on the schoolsite, notification to families and staff will occur as soon as it is safe and practical to do so, and within 60 minutes of confirmation whenever possible. The notification will be issued only after verification to avoid misinformation and unnecessary panic, and will include only essential information needed to protect student and staff safety.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The content and timing of any notification regarding immigration enforcement presence or other critical incidents will be determined with careful consideration of the safety and well-being of students, employees, and community members on the schoolsite. Notifications will be issued only after confirmation of the situation and will include clear, factual information that is necessary to protect safety and prevent misinformation.

Content Considerations:

Notifications will contain only essential information needed for safety and decision-making.

Messages will be factual, concise, and avoid speculation or unnecessary details that may increase anxiety.

Language and translation support will be provided as needed to ensure accessibility for all families.

Timing Considerations:

Notifications will be issued as soon as it is safe and practical to do so, balancing the need for timely communication with the need to confirm facts and prevent panic.

When immediate safety is at risk, notifications may be issued sooner, even if full details are not yet available.

Updates will be provided as new, verified information becomes available, ensuring that families and staff remain informed without causing undue alarm.

These guidelines are intended to protect the well-being of the school community while maintaining clear and responsible communication during critical incidents.

Privacy Constraint

The notification shall not include any personally identifiable information.

Any notification issued under this plan shall not include personally identifiable information. Communications will be limited to general, non-identifying information necessary to support safety, awareness, and compliance with applicable laws and privacy requirements.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

The school will utilize secure, established methods for two-way communication to reach required recipients, including staff, students, and families. Communication methods may include district-approved mass notification systems (phone, text, and email), official school or district email accounts, and secure school portals or learning management systems. These platforms allow for timely dissemination of information and, when appropriate, enable recipients to respond or request additional support.

All communication systems are maintained in accordance with district policies and technology security standards. Contact information is reviewed and updated regularly to ensure accuracy, and systems are tested periodically to verify functionality. Access to communication platforms is limited to authorized personnel to protect privacy and ensure message integrity. These measures are intended to support reliable, secure, and effective communication during routine operations and emergency situations.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

When appropriate, notifications may include a hyperlink to additional resources for families. These resources may provide information regarding educational rights, state laws that protect parents’ and students’ privacy and confidentiality, and available counseling or support services. Resources may also include information on services that support families impacted by immigration enforcement and references to model policies adopted by the LEA. All linked resources will be provided in a manner that is accessible and consistent with applicable laws and district policies.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be reviewed and amended, as needed, by the School Safety Planning Committee. The committee will evaluate the plan at least once each school year to ensure it remains current, effective, and aligned with changing needs, laws, and safety guidance. Any revisions will be documented and communicated to staff, students, and families as appropriate. This annual review process will

support continuous improvement and ensure that the plan continues to promote a safe and supportive learning environment.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

An updated file of all safety-related plans and materials shall be maintained and readily available for public inspection in accordance with applicable laws and district policy. The file will be kept current and accessible at the school site or district office, and may also be made available electronically through the school or district website. Requests for inspection will be honored in a timely manner during normal business hours, while ensuring that sensitive or confidential information is protected in accordance with legal requirements.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Compliance with this plan will align with the checklist for developing a comprehensive school safety plan, as required by the California Department of Education. The school will ensure that the plan reflects the elements outlined in the state checklist and will maintain consistency with the guidance provided by the Department. The Department of Education is required to maintain and conspicuously post the checklist on its internet website, and the school will reference this resource to ensure ongoing compliance and alignment with state expectations.

Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive Safe Schools Plan (CSSP) is written and developed by the school site council (SSC). The SSC may delegate this responsibility to a safety planning committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others, if desired the SSC/Planning Committee may consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP.
The CSSP and any updates made to the plan must be shared with the law enforcement agency, the fire department, and the other first responder entities.

Emergency Contact Numbers

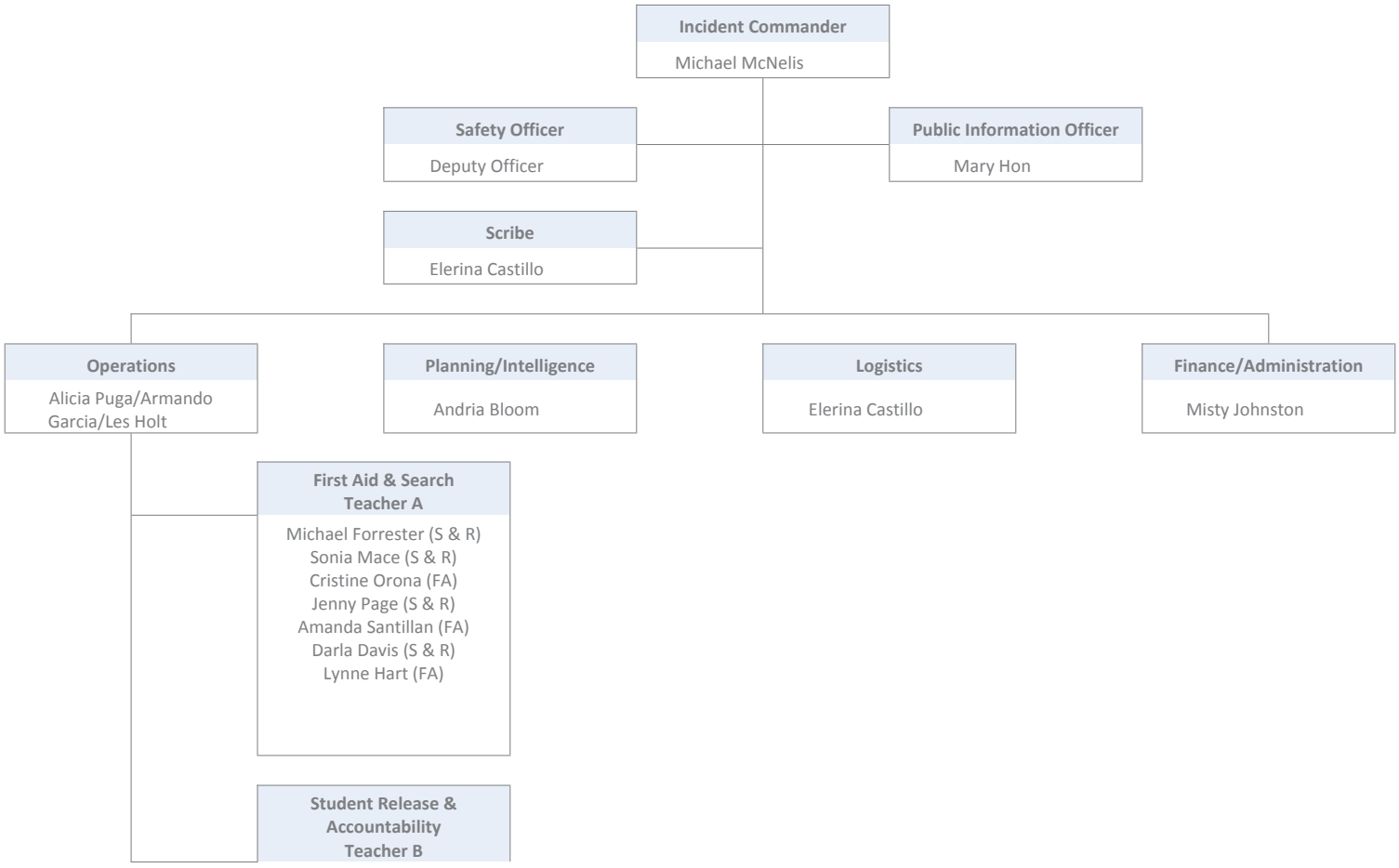
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	El Tejon Unified School District	661-248-6247	Sara Haflich, Superintendent
School District	Frazier Park Elementary School	661-245-3312	Michael McNelis, Principal
Law Enforcement/Fire/Paramedic	Kern County Sheriff	661-861-3110	
Law Enforcement/Fire/Paramedic	Local Fire Station, Frazier Park	911	
Law Enforcement/Fire/Paramedic	Local Fire Station, Lebec	911	
Law Enforcement/Fire/Paramedic	Local Fire Station, PMC	911	
Public Utilities	Gas Company	661-248-6655	
City Services	County Department of Health Services	661-321-3000/800-611-1911	
City Services	Frazier Mountain Community Health Services	661-245-1833	
Emergency Services	Hall Ambulane	800-924-4882	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Review the Safety Plan on a continual basis and make any amendments which are deemed necessary in order to ensure the site is adhering to the highest standards.	Regularly as needed	

Frazier Park Elementary School Incident Command System



Linda Thomason
Maggie Velasco

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management, Planning & Intelligence, Operations, Logistics, Finance & Administration

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

3.0 INITIAL RESPONSE TO EMERGENCIES
When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in Sections 4.0 and 5.0.
3.1 Identify Type of Emergency
The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided in Section 5.0.
Aircraft Crash
Animal Disturbance
Armed Assault on Campus
Biological or Chemical Release
Bomb Threat
Bus Disaster
Disorderly Conduct
Earthquake
Explosion/Risk of Explosion
Fire in Surrounding Area
Fire On School Grounds
Flooding
Loss or Failure of Utilities
Motor Vehicle Crash
Psychological Trauma
Suspected Contamination of Food or Water
Threat of Violence
Unlawful Demonstration/Walkout

Step Two: Identify the Level of Emergency

3.2 Identify Level of Emergency
The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.
Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”, or emergency involving more than one school site..
Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism, involving multiple school sites or the entire District. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

3.3 Determine Immediate Response Actions
Once the type and extent of an emergency have been identified, the Superintendent will assess the need to activate the Emergency Operation Center. As a guide, the (EOC) should be activated when requests for resources are coming from multiple school sites or a large demand for resources are made from a school site. Individual school site personnel can determine if an immediate response

action is required. The most common immediate response actions initiated during school emergencies are:

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

Procedures for each of these are included in Section 4.0.

Step Four: Communicate the Appropriate Response Action

4.0 IMMEDIATE RESPONSE ACTIONS
4.1 Duck , Cover AND HOLD
This action is taken to protect students and staff from flying or falling debris.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK, COVER AND HOLD PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD ON TO THE DESK AND HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS."
If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
Teachers and students should move away from windows.
4.2 Shelter-in-Place
This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.
The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."
If inside, teachers will keep students in the classroom until further instructions are given.
If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. If Students are missing or in the wrong classroom, notify the office.
Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

4.3 Lock Down
This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.
The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. Cell phones may be used to accomplish this task.
"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."
If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). If students are missing or in the wrong classroom, notify the office when safe.

Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Communications should be restricted to specific intruder information.
The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.
4.4 Evacuate Building
This action is taken after the decision is made that it is unsafe to remain in the building.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."
The Principal will initiate a fire alarm.
Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
Once assembled, teachers and students will stay in place until further instructions are given.
4.5 Off-Site Evacuation
This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required. This decision should be made on information received from Fire, Law Enforcement or accessing pertinent websites.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."
The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C.
Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
Once assembled off-site, teachers and students will stay in place until further instructions are given.
In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.
4.6 All Clear
This action is taken to notify teachers that normal school operations can resume.

Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.
"YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."
This action signifies the emergency is over.
If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Types of Emergencies & Specific Procedures

Aircraft Crash

5.1 Aircraft Crash
This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.
If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
The School Administrator will direct the Emergency Response Team to organize fire suppression activities until the Fire Department arrives.
The First Aid/Medical Team will check injuries to provide appropriate first aid.
The School Administrator will call the District Office and notify the Superintendent.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
The Assembly Area Team will convene onsite and begin the process of counseling and recovery as appropriate.
If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

Animal Disturbance

5.2 Animal Disturbance
This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.
Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System, LOCK DOWN or EVACUATE BUILDING as described in Section 4.0.
Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
If additional outside assistance is needed, the School Administrator will call "911", Animal Control and/or the Department of Fish and Game, 868-7100 and provide the location of the animal and nature of emergency.
If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

Armed Assault on Campus

5.3 Armed Assault on Campus
An Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.
Procedure
Upon first indication of an armed assault, personnel should immediately notify the School Administrator.

The School Administrator will initiate the appropriate Immediate Response Action(s), which may include activation of the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
The School Administrator will call "911" and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.
Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
The First Aid/Medical Team will work with local authorities to ensure injured students and staff receives medical attention.
The Security/Utilities Team will control all points of entry to the school.
The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will take actions to ensure the notification of parents and family members.
Notifications will be made to the District Office and the Superintendent in order to coordinate/assign a designated Public Information Officer for media inquiries.
The School Administrator will debrief staff and school police officers.

Biological or Chemical Release

5.4 Biological or Chemical Release
A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.
The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.
This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure
Scenario 1: Substance Released Inside a Room or Building
The School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
The School Administrator will call "911", and will provide the exact location (e.g., building, room, area) and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The School Administrator will activate the Incident Command System and instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin.
Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).
The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized
The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action as described in Section 4.0.
The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
The School Administrator will call "911", and will provide the exact location and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin.
Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community
If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described in Section 4.0.
Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
The School Administrator will call "911", and will provide the exact location and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The School Administrator will turn on a radio or television station to monitor information concerning the incident.
The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

Bomb Threat/ Threat Of violence

5.5 Bomb Threat
Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.
Procedure
If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator, "This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."
The person answering the threat call should ask the following questions, utilizing the bomb threat report (Form C, Appendix A), record the answers and then immediately notify the School Administrator:
When is the bomb going to explode?
Where is it?
What will cause it to explode?
What kind of bomb is it?
Who are you?
Why are you doing this?
What can we do for you to avoid the bomb from exploding?
How can you be contacted?

The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects.
While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
No attempt should be made to investigate or examine the object.
After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will notify "911", if not previously notified, and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
The School Administrator will notify the District Superintendent of the situation.
The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe.
The School Administrator will give the ALL CLEAR signal as described in Section 4.0 when appropriate.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.
After the incident is over, the School Administrator will ensure the Bomb Threat Report (Form C, Appendix A) is completed.

Bus Disaster

5.6 Bus Disaster
These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to the nearest school.
This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

Procedure
Scenario 1: Earthquake
The driver should issue DUCK, COVER AND HOLD action as described in Section 4.0.
Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
Set brake, turn off ignition, and wait for shaking to stop.
Check for injuries and provide first aid as appropriate.
If the bus is disabled, stay in place until help arrives.
Contact the School Administrator to report location and condition of students and the bus.
The School Administrator will determine what additional appropriate notification(s) should be made and will brief the District Superintendent.
If instructed to continue route, the driver should:
If en route to school, continue to pick up students.
If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, refer to Number 9 below.
If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.
In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
The driver will account for all students and staff throughout the emergency.

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

Scenario 3: Serious Accident or Bus Fire
Park the bus in a safe location.
Set the emergency brake and turn off the ignition.
Evacuate the bus in the event of a fire.
Check for injuries and provide appropriate first aid.
Call “911” and provide exact location of the bus and wait for arrival of emergency responders.
Contact the School Administrator to report location and condition of students.
The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the District Superintendent.
Stay with the disabled bus until help arrives.
The driver will account for all students and staff throughout the emergency.

Cardiac Arrest

In the event of suspected cardiac arrest, staff will immediately call 911 and begin CPR and use an Automated External Defibrillator (AED) if available. Staff trained in CPR/AED will take lead until emergency responders arrive. The school will maintain accessible AEDs and ensure staff receive regular CPR/AED training.

Disorderly Conduct

5.7 Disorderly Conduct
Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 5.3, Armed Assault on Campus.

Procedure
Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
Staff will immediately notify the School Administrator.
The School Administrator will initiate the appropriate Immediate Response Actions, which may include activation of the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
The School Administrator will call “911” and request a law enforcement response.
If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
The School Administrator will notify the District Superintendent of the situation.

Earthquake

5.8 Earthquake
Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It

is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure
Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.
Upon the first indication of an earthquake, teachers should direct students to DUCK, COVER AND HOLD as described in Section 4.0. Move away from windows and overhead hazards to avoid glass and falling objects.
When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
The First Aid/Medical Team will check for injuries and provide appropriate first aid.
The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
If the area appears safe, the Emergency Response Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
The School Administrator will contact the District Superintendent to determine additional actions that may be necessary.
The School Administrator will have the Security/Utilities Team assess the safety of buildings for reoccupancy. When safe to do so, the Emergency Response Team will conduct an inspection of school buildings for hazards. The ERT Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander
Any affected areas will not be reopened until the Security/Utilities Team or Local Authorities provides clearance and the School Administrator gives authorization to do so.
The School Administrator will initiate an OFF-SITE EVACUATION, as described n Section 4.0, if warranted by changes in conditions at the school.
In the event an earthquake occurs during non- school hours:
1. The School Administrator and the Plant Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Security/Utilities Team to participate in the assessment.
2. The School Administrator should confer with the District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System as referenced in Section 5.0.

Explosion or Risk Of Explosion

5.9 Explosion/Risk of Explosion
This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”, refer to Section 5.5.

Procedure
Scenario 1: Explosion on School Property
In the event of an explosion, all persons should initiate DUCK AND COVER as described in Section 4.0.
The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for

students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
The First Aid/Medical Team will check for injuries and provide appropriate first aid.
Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
The School Administrator will notify the District Superintendent of the situation.
The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
When it is determined safe to enter affected areas, the School Administrator will advise the Emergency Response Team to initiate search and rescue activities.
The School Administrator will contact the Security/Utilities Team to ensure buildings are safe for re-occupancy.
Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

Scenario 2: Risk of Explosion on School Property
The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
The School Administrator will advise the Emergency response Team to initiate rescue operations.
The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
The School Administrator will notify the District Superintendent of the situation.
All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area
The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
The School Administrator will notify "911" and will provide the exact location (e.g., building, area) and nature of emergency.
The School Administrator will take further actions as needed.
The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials
The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
The School Administrator will notify "911" and provide details on the area and personnel affected at the school.
After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
The Security/Utilities team will turn off the school's main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.

At the School Administrator's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

Extreme Weather

In the event of extreme weather conditions, including heat waves, severe storms, flooding, or poor air quality, the school will implement safety procedures aligned with district and local health guidance. Outdoor activities and physical education may be modified or canceled, and students will be relocated to indoor, climate-controlled spaces as needed. The school will monitor weather alerts, air quality indices, and emergency notifications from local authorities. If conditions worsen, the school will follow established protocols for sheltering in place, campus lockdown, or early dismissal. Families will be notified of schedule changes or safety precautions using established communication channels.

Fire in Surrounding Area

5.10 Fire In Surrounding Area
This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure
The School Administrator will initiate the appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
The School Administrator will notify "911" and will provide the location and nature of emergency.
The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
The School Administrator will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions. Law Enforcement, media stations and websites should be monitored for additional information.
If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
As appropriate, the School Administrator will activate Parent Alert System.
The School Administrator will notify the District Superintendent of the emergency situation.
If needed, the School Administrator will notify the District Office to request busses for staff and student evacuation.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

Fire on School Grounds

5.11 Fire On School Grounds
This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure
Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
The School Administrator will immediately initiate the Incident Command System and EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) of the fire.
The Emergency Response Team will suppress fires and initiate rescue procedures until the local fire department arrives.
The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
The Security/Utilities Team Leader will direct the fire department to the fire and brief fire department official on the situation.
The Security/Utilities Team will notify the appropriate utility company of damages.
The School Administrator will notify the District Superintendent of the fire.
If needed, the School Administrator will notify the District Emergency Operations Center to request busses for staff and student evacuation.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
For fires during non-school hours, the School Administrator and the District Superintendent will determine if the school will open the following day.
All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate “fire is out.”

Flooding

5.12 Flooding
This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described in Section 4.0.
The School Administrator will notify “911” and will describe the nature and extent of the flooding.
The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will notify the District Superintendent of the emergency situation.
As appropriate, the School Administrator will activate Parent Alert System as referenced in Section 6.0.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

Loss or Failure Of Utilities

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

Procedure
If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.
The School Administrator will notify maintenance (Monday – Friday between the hours of 7:00 a.m. – 4:30 p.m.) or emergency numbers as provided in this plan and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
The School Administrator will notify the District Superintendent of the loss of utility service.

As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.9 Explosion/Risk of Explosion.
In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.
Plan for a Loss of Water:
This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of water will not result in an immediate closure of school sites. However, in at least one school site the loss of water is directly connected to a loss of electricity, which may result in a school closure, depending on overall circumstances.

Once decisions have been made concerning maintaining or closing a school site, all personnel shall be notified.

Other school sites rely on gravity fed water assisted by booster pumps. Such sites may be able to continue to operate without being negatively impacted.

The ability to provide sanitary restroom facilities shall be a factor in considering if a school closure is necessary. Mitigation efforts, such as use of supplemental water supplies for flushing can be used, as well as the delivery of porta-potties.

Each school site has emergency buckets with toilet lids that can be used for extended periods of time.

Each school site has various quantities of emergency water that can be dispensed by personnel. Emergency water should periodically be replaced (six months to one year) to maintain freshness.

In a major catastrophic event, such as an earthquake other measures, which may consist of using buckets or trenches, may have to be considered. Emergency supplies should be maintained in order to support these alternative plans.

Plan for a Loss of Electricity:
This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety and comfort of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of electricity will not result in an immediate closure of school sites. Most classrooms receive enough ambient light to continue for short periods of time. Some classrooms may have to be moved to other areas to maximize the use of natural lighting.

At some school sites, electric heaters rather than gas or propane provides heating. In such situations, the ability to maintain a comfortable learning environment should be considered. Other sites utilizing gas may still be impacted by the failure of electrical thermostats to operate.

At one school site, the loss of electricity also results in the loss of water. The combined effects may cause an immediate school closure depending on overall circumstances.

Once decisions have been made concerning maintaining or closing a school site, all personnel shall be notified.

If the loss of electricity is related to an event that may have continued negative impact on a school site, such as fire, chemical release etc., consideration needs to be given to the fact that emergency bells are not functional. An efficient student/staff runner system or handheld P.A. device may need to be employed.

Direct phone lines and cell phones may continue to be effective during a power outage, however phone connected via a multi-line system are usually inoperative. Hand held radios would be used to maintain communication with buses or other off-campus personnel.

Although none of the school sites are designed to operate on emergency generators, some site may have limited functionality with smaller generators designed to operate office, food service and communications operations.

In un-planed outages that result in multi-day events considerations should be given to the difficulty of maintaining operations such as office, food service and communications in determining the need for school closures.
Plan for a loss of Natural Gas
This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of natural gas or propane will not result in the closure of school sites, where other operational functions are not impacted. However, school sites that rely on natural gas or propane for heat will need to evaluate weather conditions and their impact on a schools environment.

The ability to provide food services at required school sites needs to be evaluated on outages of unknown duration.

Loss of gas/propane due to an on-campus event that results in fire or release of gas should refer to other related emergency procedures within this chapter.

Plan for a loss of Communication
This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Communications within the District is accomplished through a variety of mediums, including phone (both land based and cell), radio, P.A. systems and student/staff runners. Some or all may be impacted by an emergency event.

Generally, a loss of one or two modes of communication will not result in the closure of a school site, when they can be mitigated by other actions. However, the loss of multi-modes of communication is often related to the loss of electricity, which will additionally need to be considered.

Effective use of student/staff runners can be utilized to reduce the impacts of a lack of phone or P.A. systems.

Using a handheld radio or accessing a mobile radio located in a bus or other District vehicle may compensate for the loss of a stationary radio.

The loss of repeater access for radio communications will significantly impact the ability of buses and campuses to communicate during an emergency. Some of these impacts may be mitigated through the use of unit-to-unit direct communication on strategically placed mobile units within the District. Such units will be able to relay information from both base and mobile units.

Motor Vehicle Crash

5.14 Motor Vehicle Crash
This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for

students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call “911” and will provide the exact location (e.g., building, area) and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
The School Administrator will direct the Emergency Response Team to organize fire suppression activities until the Fire Department arrives.
The First Aid/Medical Team will check for injuries to provide appropriate first aid.
Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

Pandemic

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January 2024

CDPH OLIDANCE FOR COVID-19 ISOLATION
TRANSITIONS TO $YMPTOM FOCUS

The California Department of Public Health (CDPH) has transitioned its isolation guidance for COV1D-19 from a five-day isolation period to now instead focus on symptoms to determine when to end isolation. State Public Health Officer Dr. Tomùs Aragón told Californians that, “Our policies and priorities for intervention are now focused on protecting those most at risk for serious illness, while minimizing the disruptive impact of isolation in schools and workplaces. According to CDPH, this neve guidance is meant to align with common practices used with other respiratory viruses.

COVID 19 Positive

The new recommendation for people who test positive for COVID 19 and have symptoms is to stay home until the individual has not had a fever for 24 hours, without using fever reducing medication, AND other symptoms of COVID-19 are mild and improving. It is also recommended that those who test positive mask when indoors around other people for 10 days after becoming sick or testing positive. This masking time period could be reduced with two sequential negative tests at least one day apart.

With the risk of COVID-19 still high, CDPH recommends the COVID-19 positive avoid contact with those at higher risk for severe COVID-19 for 10 days. Immediate contact with a healthcare provider is recommended as soon as a positive test is confirmed, CDPH notes the availability of antiviral medications for COVID-19 and that these medications work best when taken as soon as possible.

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Close Contacts

If a close contact to a COVID-19 case has symptoms, CDPH recommends the individual test and mask right away. When the close contact does not have symptoms but is at higher risk of severe COVID-19 infection and would benefit from treatment, CDPH recommends testing within five days.

Testing Recommendations

Testing is no longer recommended by CDPH for all close contacts. Rather, testing is only recommended for all people with new COVID-19 symptoms and close contacts who are at higher risk of severe disease or have contact with those at higher risk of severe disease.

CDPH Isolation Guidance Q&A

As before, CDPH has published an Isolation Guidance Q&A, which is a helpful reference tool.

What Changes are Included Under the Cal/OSHA COVID-19 Prevention Non-Emergency Regulations (COVID-19 Prevention Regulations)?

The new CDPH Isolation Guidance immediately applies and contains the required exclusion periods for employees with COVID-19. The COVID-19 Prevention Regulations are the same as the CDPH's recommended isolation periods. Employers are still required to notify all employees of a close contact with a COVID-19 case.

The definition of “infectious period” changed under the new* CDPH Isolation Guidance.
The new definition of “infectious period” is as follows:

- For COVID-19 cases with symptoms, it is a minimum of 24 hours from the day of symptom onset. COVID-19 cases may return if 24 hours have passed with no fever, without the use of fever-reducing medications, and their symptoms are mild and improving, OR

- For COVID-19 cases with no symptoms, there is no infectious period for the purpose of isolation or exclusion. If symptoms develop, the criteria above will apply.

This new definition applies under the COVID-19 Prevention Regulations, which require employers to exclude COVID-19 cases from the workplace during the infectious period.

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Employers must continue to make COVID-19 testing available at no cost and during paid time to all employees with a close contact regardless of CDPH recommendations. The only exception to this requirement is asymptomatic employees who recently recovered from COVID-19.

The COVID-19 Prevention Regulations still require testing of all close contacts in outbreaks, and everyone in the exposed group in major outbreaks.8 Employees who refuse to test and have symptoms must be excluded for at least 24 hours from symptom onset and can return to work only when they have been fever-free for at least 24 hours, without the use of fever-reducing medications, and symptoms are mild and improving.

What is Different for Students7

For suspected or confirmed cases of COV1D-19 infection, CDPH Schools Guidance for the 2023-2024 School Year 9 instructs adherence to CDPH COVID-19 Isolation Guidance, This means that the newly updated Isolation Guidance described above immediately applies to schools.

Education Law Updates are intended to alert Schools Legal Service clients to developments in legislation, opinions of courts and administrative bodies end related matters. They are not intended as legal advice in any specific situation. Consult legal counsel as to how the issue presented may affect your particular circumstances

Psychological Trauma

5.15 Psychological Trauma
Crisis management at El Tejon Unified School District schools specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:
Temporary disruption of regular school functions and routines.
Significant interference with the ability of students and staff to focus on learning.
Physical and/or psychological injury to students and staff.
Concentrated attention from the community and news media.
As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure
The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises. Administrators should take into consideration individual staff skills in making these assignments.
The Assembly Area Team will assess the range of crisis intervention services needed during and following an emergency.
The Assembly Area Team will provide direct intervention services.
If there is a need for additional assistance, the School Administrator will notify the District Superintendent.
The Assembly Area Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
In performing their duties, the Assembly Area Team members will limit exposure to scenes of trauma, injury and death.
The Assembly Area Team will provide ongoing assessment of needs and follow-ups services as required.

Suspected Contamination of Food or Water

5.16 Suspected Contamination of Food or Water
This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple students or employees with unexplained nausea, vomiting, or other illnesses.

Procedure

The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
The School Administrator will notify "911", District Office and the Kern County Department of Environmental Health Services (661) 862-8700.
The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
The School Administrator and the District Superintendent will confer with the Kern County Department of Environmental Health Services before the resumption of normal operations.
The School Administrator will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

5.17 Threat of Violence
This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The School Administrator should ensure all threats are properly assessed in accordance with District Policy

Procedure
The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
A Threat Assessment should be conducted involving the District Superintendent, Kern County Sheriff and School Administrator.
Consistent with District Policy the Threat Assessment will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk that should be considered, as described below:
Category 1 – High violence potential; qualifies for arrest or hospitalization.
Category 2 – High violence potential; does not qualify for arrest or hospitalization.
Category 3 – Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
Category 4 – Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
Category 5 – Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

In categorizing the risk, the Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
The School Threat Assessment Team will recommend appropriate action to the School Administrator.
As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

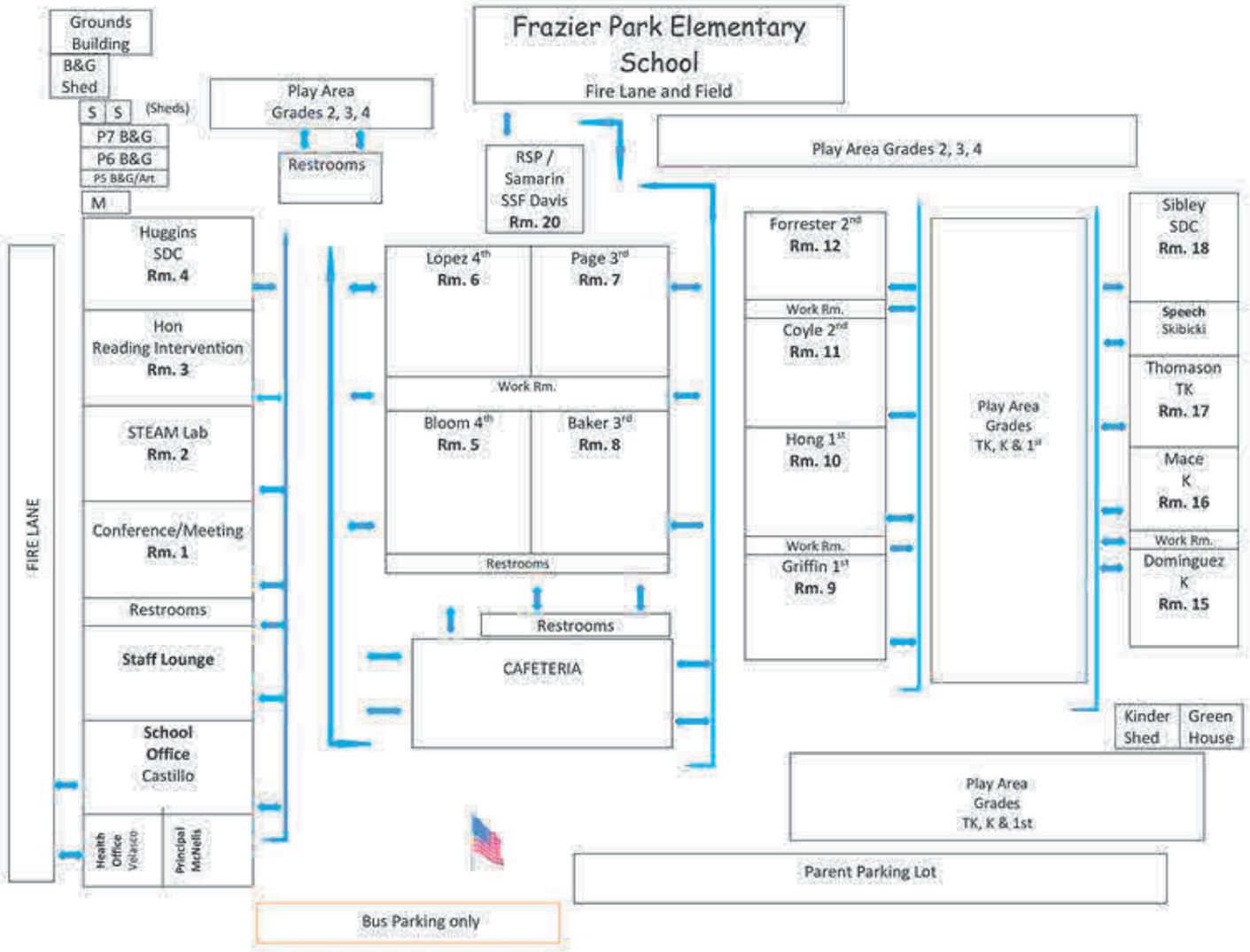
Unlawful Demonstration or Walkout

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

Procedure
Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System,

SHELTER-IN-PLACE as described in Section 4.0.
The School Administrator will notify the Kern County Sheriff's Department, (245-3440) and the District Office and will provide the exact location and nature of emergency.
The Request/Reunion Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
If students leave the campus, the Request/Reunion Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. Staff members will attempt to guide and control the actions of students while offsite.
Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and blinds in rooms so equipped.
The Documentation staff member should keep accurate record of events, conversations and actions.
All media inquiries will be referred to the designated school's Public Information Officer.
The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
The School Administrator will notify parents of the incident, as appropriate.

Emergency Evacuation Map



Comprehensive School Safety Plan



2025-26
School Year

School:	El Tejon School
CDS Code:	15751686009468
District:	El Tejon Unified School District
Address:	4337 Lebec Rd. Lebec, CA 93243-0876
Date of Adoption:	2/11/2026
Date of Update:	2/3/2026
Date of Review:	
- with Staff	2/4/2026
- with Law Enforcement	2/2026
- with Fire Authority	2/2026

Approved by:

Name	Title	Signature	Date
Corey Hansen	Principal		2/2/26
Kathy Wood	SSC Chair		2/3/26
Stephany Pope	El Tejon Unified School Board President		

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

https://et.el-tejon.k12.ca.us/
A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

El Tejon School's Vision is to create a functional plan which involves all stake holders to keep all students and staff members safe in any emergency situation.

Components of the Comprehensive School Safety Plan (EC 32281)

El Tejon School Safety Committee

Corey Hansen, Debbie Ford, Laurie Oliver, Charles Stewart, Kevin Royal, Kathy Wood, Jessica Brown, Katie Gonzalez

Assessment of School Safety

El Tejon School is assessed annually by administration and local law enforcement to address safety concerns and ensure optimal safety for all students and staff.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Monthly fire drills and lock down drills are performed to make sure students and staff know what to do in case of an emergency at all times of the day, including while students are in class, transitions, before and after school, morning break, and lunch. We also have students from each grade level trained in the Safe School Ambassador and Student Voice Ambassadors Program to enhance school culture promoting safety among the students. We also update the Safety Plan yearly, train staff annually, and assign staff members to the most beneficial positions possible.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Proper protocol for reporting child abuse is always followed. The report is made to the Kern County Child Protective Services (CPS) agency, a county welfare department, police or sheriff's department, or to a county probation department. All school employees are trained in mandated reporting satisfying the requirements of AB 1432.The Mandated Reporter's Responsibility according to Penal Code 11166 states that "a mandated reporter shall make a report whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make a report to the agency immediately or as soon as is practicably possible by telephone, and the mandated reporter shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident."

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

1.0 INTRODUCTION
1.1 Overview

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297, California Government Code § 8607, and California Code of Regulations § 2400 through § 2450). To assist schools in complying with these requirements, the El Tejon Unified School District has adopted the Model Safe School Plan, Emergency Procedures for use as a template in the preparation of emergency procedures for each of the District schools. The emergency management teams and procedures outlined in this plan are consistent with the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) utilized at the Federal level. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies.

1.2 Plan Organization
The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is organized into six sections. Section 2 deals with emergency preparedness, identifies the school's emergency response

teams and defines the roles and responsibilities of team members. Sections 3.0 and 4.0 present guidance for determining the nature and extent of an emergency, and a series of initial response actions to be taken in an emergency. Section 5.0 provides detailed emergency response procedures for 18 types of emergencies that may be encountered in a school setting. Section 6.0 provides supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps and other supporting information are contained in the Appendices.
The Principal will ensure that this Safe School Plan, - Emergency Procedures is consistent with all District Policies, State Law and NIMS, and that the plan addresses the following eighteen emergencies: aircraft crash; aircraft landing, animal disturbance; armed assault on campus; biological or chemical release; bomb threat; bus disaster; disorderly conduct; earthquake; explosion/risk of explosion; fire in surrounding area; fire on school grounds; flooding; loss or failure of utilities; motor vehicle crash; psychological trauma, suspected contamination of food or water; threat of violence; and unlawful demonstration/walkout.

2.0 STANDARDIZED EMERGENCY MANAGEMENT

2.1 Emergency Planning with NIMS
The Federal National Incident Management System (NIMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. NIMS, consists of the following five functions: Management; Planning/Intelligence; Operations; Logistics; and Finance/Administration.

2.1.1 Management
During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the Principal, as the Incident Commander. The Principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison.

2.1.2 Planning/Intelligence
During an emergency, NIMS, Planning and Intelligence, involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under NIMS, this function is supported by two staff members, one involved with “Documentation” and the other with “Situation Analysis.” In El Tejon Unified School District schools, “Situation Analysis” may be performed by a “Communications” position. Both of these positions, if assigned at the discretion of the Principal, will report directly to the Incident Commander (Principal) unless a Planning/Intelligence Chief is assigned.

2.1.3 Operations
Under NIMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within El Tejon Unified School District schools, these activities are performed by the following teams, under the direct supervision of the Incident Commander (Principal), unless an Operations Chief is assigned: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Supply/Equipment Team; Request/Reunion Gate Team; and Emergency Response Team (Fire and Rescue).

2.1.4 Logistics
The Logistics function of NIMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. Tracking of equipment utilized and its recovery is also a function of Logistics. Within El Tejon Unified School District schools, these activities are performed by the Security/Utilities Team and the Supply/Equipment Team both of which report directly to the Incident Commander unless a Logistics Chief is assigned.

2.1.5 Finance/Administration
The Finance/Administration function of NIMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. Within El Tejon Unified School District schools, these activities may be performed by a “Documentation” position, which reports directly to the Incident Commander unless a Finance/Administration Chief is assigned.

Figure 2.1 presents an Emergency Management Organization Chart modeled after NIMS and adapted for The El Tejon Unified School District schools.

2.2 Incident Command Team (DCOMM)
The Incident Command Team is responsible for directing individual school emergency response activities.

2.2.1 Assignments
The Incident Command Team is led by the Principal (Incident Commander) and also includes the school's Public Information Officer, the Safety Coordinator and the Agency Liaison.
Incident Commander: Corey Hanen
Public Information Corey Hansen/Debbie Ford
Safety Coordinator: Laurie Oliver
Agency Liaison: Jessica Brown
Documentation: Corey Hansen/ Debbie Ford
Communications: Kathy Wood
The Incident Commander also directs the activities of all other teams. If the District EOC is activated the Site Incident Commander is a Division Leader and reports to the Operations Officer at the EOC.

2.2.2 Roles and Responsibilities

2.2.2.1 Incident Commander
The Incident Commander (Principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:
Periodically assessing the situation.
Directing the Incident Command Team and all other emergency teams.
Determining the need for, and requesting, outside assistance.
Periodically communicating with the Local District Superintendent.

2.2.2.2 Public Information Officer
The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:
Periodically receiving updates and official statements from the Incident Commander.
Maintaining a log of PIO actions and all communications.
Periodically interacting with the media and District Communications.
Preparing statements for dissemination to the public.
Ensuring announcements and other public information are translated into other languages as needed.
Monitoring news broadcasts about the incident and correcting any misinformation.

2.2.2.3 Safety Coordinator
The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Coordinator may include:
Periodically checking with the Incident Commander for situation briefings and updates.
Maintaining all records and documentation as assigned by the Incident Commander.
Monitoring drills, exercises, and emergency response activities for safety.
Identifying safety hazards.
Ensuring that responders use appropriate safety equipment.

2.2.2.4 Agency Liaison
The Agency Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:
Periodically checking with the Incident Commander for situation briefings and updates.
Maintaining all records and documentation as assigned by the Incident Commander.
Briefing agency representatives on current situation, priorities and planned actions.
Ensuring coordination of efforts by periodically keeping Incident Commander informed of agencies' action plans and providing periodic updates to agency representatives as necessary.

2.2.3 Team Supplies and Equipment
Copy of the school's Emergency Procedures
Campus map
Master keys
Copies of staff and students rosters
Hand-held radios
Bullhorn
Battery-operated AM/FM radio.
First Aid kit
Clipboard, Paper, Pens
Vest or position identifier
Large campus map

2.2.4 Team Assembly Location
Inside: ETS Office
Outside: Front of School – Flag Pole
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.3 First Aid/Medical Team (AID)
The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

2.3.1 Assignments
First Aid/Medical Team Leader: Laurie Oliver
Alternate Team Leader: Kathy Wood
First Aid/Medical Team Member: Laurie Oliver
First Aid/Medical Team Member: Kathy Wood
First Aid/Medical Team Member: Rory Jansen
School Nurse:

2.3.2 Roles and Responsibilities
First Aid/Medical Team Leader
The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with the incident Commander to determine medical needs and planned actions. The First Aid/Medical Team Leader is also responsible for collecting the Injury and Missing Persons Report (Form D, Appendix A) from Team Members and making these reports to have them readily available to the Incident Commander. Specific duties of the First Aid/Medical Team Leader may include:
Assigning First Aid personnel and assessing available inventory of supplies & equipment.
Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.
Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.
Periodically keeping the Incident Commander informed of overall status.
Completing the Injury and Missing Persons Report (Form D, Appendix A).
First Aid/Medical Team Members
The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Specific duties of the members of the First Aid/Medical Team may include:
Setting up first aid area, triage and/or temporary morgue.
Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
Reporting deaths immediately to First Aid/Medical Team Leader.

2.3.3 Supplies and Equipment
Vest or position identifier
First aid supplies
Triage tags
Hand-held radios

Stretchers
Blankets
Wheelchairs
Patient record forms
Site map
Injury and Missing Persons Report (Form D, Appendix A)

2.3.4 Team Assembly Location
Inside: Gym
Outside: Elementary Basketball Courts
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.5 Emergency Response Team (ERT)
The Emergency Response Team (ERT) is responsible for preparing and performing search and rescue operations during an emergency and for extinguishing fires. The team will also be responsible for evaluating the potential release of chemicals during an emergency. There may be two or more Emergency Response Teams. It is also responsible for reporting damages to school property in an emergency to the Security/Utilities Team. This team will coordinate with the Incident Commander.

2.5.1 Assignments
Emergency Response Team Leader: Charles Stewart
Alternate Team Leader: Lachelle Farewell
ERT Team 1 Members: Charles Stewart
ERT Team 2 Members: Lachelle Farewell
ERT Team 3 Members: Tina Caverhill

2.5.2 Roles and Responsibilities
Emergency Response Team Leader
The ERT Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. The ERT Team Leader is also responsible for gathering the Damage Assessment Report Forms (Form F, Appendix A) from the Team Members and have them readily available to the Security/Utilities Team Leader. Specific duties of the Search and Rescue Team Leader may include:
Obtaining briefings from the Incident Commander, noting injuries and other situations requiring response.
Assigning and recording teams based on available manpower, minimum 2 persons per team. Gathering any Damage Assessment Report Forms (Form F, Appendix A) from the Team Members and have them readily available to the Security/Utilities Team Leader.
Updating teams' reports on site map and recording exact location of damage and triage tally.
Emergency Response Team Members
The members of the ERT Team are responsible for performing search and rescue operations and fire suppression during an emergency. Specific duties of the members of the Search and Rescue Team may include:
Searching assigned area, reporting gas leaks, fires, or structural damage to Team Leader upon discovery.
Logging of Damage will be Reported using the damage assessment Form (Form F, Appendix A) and submitted to the Team Leader
Extinguishing fires as appropriate.
Periodically reporting to the Team Leader on location, number, and condition of injured.
Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms.
Sealing off and posting areas where hazardous conditions exist.
Extinguishing fires on campus
Evaluating potential release of chemicals
Identifying damaged areas on the Damage assessment Report Form(Form F, Appendix A). Reporting will be supplemented by pictures if appropriate.
Posting yellow caution tape around damaged or hazardous areas.
Contacting Security/Utilities Team to secure the building from reentry after the search.

2.5.3 Supplies and Equipment
Vest or position identifier
Hard hat

Work and latex gloves
Whistle with master keys on neck lanyard
2-way radio
Clipboard with job duties
Map indicating search plan
CO2 fire extinguishers
Water-type fire extinguishers

Ponchos
Knee Pads
Bolt cutters
Shovels
Ropes
Triage tags
Light sticks
Multi-tool
Goggles
Flashlight
Dust masks
Pry bars (Short/Long)
Grease pencil
Pencils
Duct tape
Caution tape
One member wears first aid backpack

2.5.4 Team Assembly Location
Inside: ETS Staff Lounge
Outside: District Office
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.6 Security/Utilities Team (SUT)
The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team is also responsible for overall damage assessment of structural damage and the overall safety of school buildings. The Security/Utilities Team will coordinate activities with the Incident Commander as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The Security/Utilities Team is also responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by the custodial and cafeteria staff.

2.6.1 Assignments
Security/Utilities Team Leader: John McNatt
Alternate Team Leader: Kevin Royal
Security/Utilities Team Member: John McNatt
Security/Utilities Team Member: Scott Zimmerman
Security/Utilities Team Member: Kevin Royal

2.6.2 Roles and Responsibilities
Security/Utilities Team Leader
The Security/Utilities Team Leader is responsible for directing team activities and interacting with the Incident Command to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, sewer) as needed.
Security/Utilities Team Members
The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is in perimeter

“lock-down” to their team leader. They are also responsible for surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. The Security/Utilities Team will direct all external requests for information to the Public Information Officer.
Specific duties of the members of the Security/Utilities Team may include:
Locking all external gates and doors; unlocking gates when appropriate.
Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents.
Keeping students and staff out of buildings, as necessary.
Assisting at Reunion Gate as appropriate.
Assessing damage to school facilities.
Checking and shutting off utilities as required.
Assisting Supply team with preparing and distributing food as directed by the Incident Commander.
Assisting the First Aid/Medical Team in comforting students or first aid as needed.

2.6.3 Supplies and Equipment
Vest or position identifier
Master keys
Hand-held radio
Goggles/Gloves/Flashlight/Poncho
Hard Hats
Utility shut-off tools/Multi-tool
Damage assessment forms
Clipboard containing site maps/ Emergency Procedures

2.6.4 Team Assembly Location
Inside: Cafeteria
Outside: Behind Cafeteria Lunch Tables
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location. The team will then rove the entire campus to determine areas of need.

2.7 Supply/Equipment Team (SET)

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency.

2.7.1 Assignments
Supply/Equipment Team Leader: Kendal Jensen
Alternate Team Leader: Dea Walker
Supply/Equipment Team Member: Kendal Jensen
Supply/Equipment Team Member: Dea Walker
Supply/Equipment Team Member: Jessica Brown

2.7.2 Roles and Responsibilities
Supply/Equipment Team Leader
The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. The Supply/Equipment Team leader should be familiar with and control the use of emergency supplies at each school site. Specific duties of the Supply/Equipment Team Leader may include:
Reporting equipment and supply needs.
Estimating the number of persons requiring shelter and determining the length of time shelter will be needed.
Coordination and utilization of emergency supplies
Reporting supply needs to the incident commander

Supply/Equipment Team Members
The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies).
Specific duties of the members of the Supply/Equipment Team may include:

Distributing emergency water and food supplies.
Establishing a list of all persons in shelter and determining any special needs.
Setting up temporary sanitary facilities as necessary
Controlling conservation of water.

2.7.3 Supplies and Equipment
Hand-held radios
Keys
Bullhorn
Emergency water supplies
Emergency food supplies
Temporary power supplies
Portable phones
Sanitary supplies
Clipboard with all inventory supplies

2.7.4 Team Assembly Location
Inside: Cafeteria
Outside: Parking Lot (Staff)
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.8 Assembly Area Team (AAT)
The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Incident Commander. It also provides psychological first aid as needed during and immediately after an emergency, pursuant to District Policy.

2.8.1 Assignments
Assembly Area Team Leader: Kathy Wood
Alternate Team Leader: Roxanne Castanon
Assembly Area Team Member: Kathy Wood
Assembly Area Team Member: Roxanne Castanon
Assembly Area Team Member: Rachelle Roldan

2.8.2 Roles and Responsibilities
Assembly Area Team Leader
The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Injury and Missing Persons Report (Form D, Appendix A) from the Team Members and have them readily available to the Incident Commander.
Assembly Area Team Members
The members of the Assembly Area Team are responsible for performing the safe evacuation of student and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:
Obtaining reports of missing students from teachers or other personnel.
Gathering Injury and Missing Persons Report (Form D, Appendix A) from each teacher and submitting them to the Assembly Area Team Leader.
Administering minor first aid and psychological first aid as needed.
Supporting the Release/Reunion Gate Team as needed.
Coordinating with the Incident Commander to provide water and food to student and staff when necessary.
Providing reassurance to students.
Updating records of the number of students and checking student emergency card for name of person(s) authorized to pick up student.

2.8.3 Supplies and Equipment
Copy of Site Plot Plan and Vicinity Map showing designated on and off site Assembly Areas
Injury and Missing Persons Report (Form D, Appendix A)

Hand-held radio
Ground Cover, tarps
First aid kit
Paper, pens, pencils

2.8.4 Team Assembly Location
Inside: L
Outside: Baseball field Parking lot
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.9 Request/Reunion Gate Team (RGT)
The Request/Reunion Gate Team is responsible for processing parent requests for student release during an emergency. They are also responsible for reuniting parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will be informed that their children may be injured, missing or dead. The team will keep accurate records of students leaving the campus.

2.9.1 Assignments
Request/Reunion Gate Team Leader: Kari Castanon
Alternate Team Leader: Bryttney Isgar
Request/Reunion Gate Team Member: Kari Castanon
Request/Reunion Gate Team Member: Rachelle Roldan
Request/Reunion Gate Team Member: Jessica Brown

2.9.2 Roles and Responsibilities
Request/Reunion Gate Team Leader
The Request/Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer. The Request/Reunion Gate Team Leader is also responsible for collecting the Student Release Log (Form E Appendix A) from the Team Members and has them readily available to the Incident Commander.
Request/Reunion Gate Team Members
The members of the Request/Reunion Gate Team are responsible for greeting parents, guardians, or designees and providing them with tags or other identifications authorizing the holders to reunite with their students at the Reunion Gate. Specific duties of the members of the Request/Reunion Gate Team may include:
Greeting and directing parents, guardians, or designees to the counselors as appropriate.
Providing reassurance to parents, guardians, or designees and maintaining order.
Issuing a tag or other identifications only to an authorized person.
Directing parents or guardians to the Reunion Gate.

2.9.3 Supplies and Equipment
Code to Main Gate
Bullhorn
Tags or other identifications
Hand-held radios
Tables and chairs (from nearby classrooms)
Materials for sign-out log
Student Release Log (Form E, Appendix A)
Clipboard
Emergency Cards

2.9.4 Assembly Location
Outside: Front Office Entry Gate

2.12 Documentation Position (Optional)
The Document position is responsible for maintaining a log of all emergency developments and response actions, including financial

expenditures, timekeeping, and other necessary documentation. This person acts as a scribe to memorialize the actions of the Incident Command Center during an emergency.

2.12.1 Assignments
Documentation Staff Member: Debbie Ford
Alternate Documentation Staff Member: Bryttney Isgar
2.12.2 Roles and Responsibilities
The Documentation Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:
Periodically communicating with the Incident Commander for status updates.
Documenting all communications with District Emergency Operations Center (EOC) and outside agencies.
Recording the number of students, staff and others on campus and updating it periodically.
Reporting missing persons, and documenting site damage and first aid needs with the Incident Commander.
Ensuring that accurate records are kept of all staff members, indicating hours worked.
Supporting the Incident Commander in making any purchases and keeping track of the cost.
Filing, maintaining and securing all emergency documentation.

2.12.3 Supplies and Equipment
Hand-held radios
File boxes
Paper, pens

2.12.4 Assembly Location
The Documentation Staff Member will report to the Command Post.

2.13 Communications Position (Optional)
The Communications position is responsible for the analysis of emergency information, identifying potential changes in emergency conditions, and maintaining the "status board."

2.13.1 Assignments
Communications Staff Member: Audrey Weingarten
Alternate Communications Staff Member: Vanessa Romero

2.13.2 Roles and Responsibilities
The Communications Staff Member will collect, organize and analyze situation information and provide periodic updates. Specific duties may include:
Updating site maps as reports and other information are received.
Preserving maps as legal document.
Using area-wide map to record information on major incidents such as road closures, utility outages, etc.
Developing situation reports for the Incident Command Team.

2.13.3 Supplies and Equipment
Hand-held radios
Paper, pens, dry-erase pens
File box(es)
Large site map of campus, laminated or covered with Plexiglas,
Map of county or local area

2.13.4 Assembly Location
The Communications Staff Member will report to the Command Post (office).

2.14 School Staff
California Government Code, Chapter 8, Section 3100 states: "…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out

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

2.16 Preparedness Procedures

2.16.1 Management
The Principal will annually conduct an Emergency Hazard Assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause an emergency incident. The Emergency Hazard Assessment Summary (Form A, Appendix A) should be used for this purpose.
The Principal will designate primary and secondary Command Post locations and ensure that these locations are identified in Section 2.0.
The Principal will ensure effective communication between the Command Post and Team Section Chiefs during an emergency. These procedures will be included in the Section 2.0.
The Principal will ensure that members of the Incident Command Team (Public Information Officer, Safety Coordinator, and Agency Liaison), and all other team leaders and members are aware of their responsibilities and assignments as defined in this section.
The Principal will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in this plan.

2.16.2 Planning/Intelligence
1. The Principal will ensure that all team members receive proper training in the use of communication equipment.
2. The Principal will ensure all teams are provided with instructions for the use and maintenance of maps and “status boards” at the Command Post.

2.16.3 Operations
The Principal will ensure that this plan includes procedures for the following:
Administering first aid;
Activating and performing search and rescue operations;
Ensuring site security;
Conducting damage assessments;
Evacuation; and
Student release operations.
The Principal will ensure appropriate training is provided for the following teams:
First Aid/Medical Team;
Security/Utilities Team;
Supply/Equipment Team;
Request/Reunion Team;
Emergency Response Team; and
Assembly Area Team.
3. The Principal will ensure that routine drills referenced in Section 6.7 are conducted at the school to rehearse emergency response operations.
Drills will be conducted at elementary schools at least once per month.
Drills will be conducted at secondary schools at least twice per year.

2.16.4 Logistics
1. The Principal will ensure this plan includes appropriate procedures for coordinating and assembling personnel and volunteers in the event of an emergency.
2. The Principal will ensure that adequate emergency supplies are maintained and readily available for emergency use. Please refer to Section 2.0 for a list of supplies for each emergency team and Section 6.6 for the schools' emergency supplies.

2.16.5 Finance/Administration
The Principal will assure the following:
Purchase of all required emergency preparedness and response equipment and supplies;

Tracking of emergency expenditures, and recovery of records damaged or lost in an emergency.

3.0 INITIAL RESPONSE TO EMERGENCIES
When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in Sections 4.0 and 5.0.

3.1 Identify Type of Emergency
The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided in Section 5.0.
Aircraft Crash
Animal Disturbance
Armed Assault on Campus
Biological or Chemical Release
Bomb Threat
Bus Disaster
Disorderly Conduct
Earthquake
Explosion/Risk of Explosion
Fire in Surrounding Area
Fire On School Grounds
Flooding
Loss or Failure of Utilities
Motor Vehicle Crash
Psychological Trauma
Suspected Contamination of Food or Water
Threat of Violence
Unlawful Demonstration/Walkout

3.2 Identify Level of Emergency
The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.
Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”, or emergency involving more than one school site..
Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism, involving multiple school sites or the entire District. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

3.3 Determine Immediate Response Actions
Once the type and extent of an emergency have been identified, the Superintendent will assess the need to activate the Emergency Operation Center. As a guide, the (EOC) should be activated when requests for resources are coming from multiple school sites or a large demand for resources are made from a school site. Individual school site personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

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

Procedures for each of these are included in Section 4.0.

4.0 IMMEDIATE RESPONSE ACTIONS

4.1 Duck , Cover AND HOLD
This action is taken to protect students and staff from flying or falling debris.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK, COVER AND HOLD PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD ON TO THE DESK AND HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS."
If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
Teachers and students should move away from windows.

4.2 Shelter-in-Place
This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.
The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."
If inside, teachers will keep students in the classroom until further instructions are given.
If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, lab, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. If Students are missing or in the wrong classroom, notify the office.
Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

4.3 Lock Down
This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.
The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other

means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. Cell phones may be used to accomplish this task.
"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."
If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, lab, cafeteria, gymnasium). If students are missing or in the wrong classroom, notify the office when safe.

Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Communications should be restricted to specific intruder information.
The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

4.4 Evacuate Building
This action is taken after the decision is made that it is unsafe to remain in the building.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."
The Principal will initiate a fire alarm.
Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
Once assembled, teachers and students will stay in place until further instructions are given.

4.5 Off-Site Evacuation
This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required. This decision should be made on information received from Fire, Law Enforcement or accessing pertinent websites.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."
The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C.
Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
Once assembled off-site, teachers and students will stay in place until further instructions are given.
In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

4.6 All Clear
This action is taken to notify teachers that normal school operations can resume.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.
"YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."

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

5.0 EMERGENCY PROCEDURES
This section describes the specific procedures school staff will follow during the eighteen emergencies listed below:
Aircraft Crash
Animal Disturbance
Armed Assault on Campus
Biological or Chemical Release
Bomb Threat
Bus Disaster
Disorderly Conduct
Earthquake
Explosion/Risk of Explosion
Fire in Surrounding Area
Fire On School Grounds
Flooding
Loss or Failure of Utilities
Motor Vehicle Crash
Psychological Trauma
Suspected Contamination of Food or Water
Threat of Violence
Unlawful Demonstration/Walkout

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

5.1 Aircraft Crash
This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section

5.13, Loss or Failure of Utilities.
Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.
If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
The School Administrator will direct the Emergency Response Team to organize fire suppression activities until the Fire Department arrives.
The First Aid/Medical Team will check injuries to provide appropriate first aid.
The School Administrator will call the District Office and notify the Superintendent.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
The Assembly Area Team will convene onsite and begin the process of counseling and recovery as appropriate.
If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if

warranted by changes in conditions.

5.2 Animal Disturbance
This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.
Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System, LOCK DOWN or EVACUATE BUILDING as described in Section 4.0.
Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
If additional outside assistance is needed, the School Administrator will call "911", Animal Control and/or the Department of Fish and Game, 868-7100 and provide the location of the animal and nature of emergency.
If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

5.3 Armed Assault on Campus
An Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.
Procedure
Upon first indication of an armed assault, personnel should immediately notify the School Administrator.
The School Administrator will initiate the appropriate Immediate Response Action(s), which may include activation of the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
The School Administrator will call "911" and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.
Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
The First Aid/Medical Team will work with local authorities to ensure injured students and staff receives medical attention.
The Security/Utilities Team will control all points of entry to the school.
The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will take actions to ensure the notification of parents and family members.
Notifications will be made to the District Office and the Superintendent in order to coordinate/assign a designated Public Information Officer for media inquiries.
The School Administrator will debrief staff and school police officers.

5.4 Biological or Chemical Release
A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.
The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.
This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.
Procedure
Scenario 1: Substance Released Inside a Room or Building
The School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.

The School Administrator will call “911”, and will provide the exact location (e.g., building, room, area) and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The School Administrator will activate the Incident Command System and instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.
Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin.
Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).
The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.
Scenario 2: Substance Released Outdoors and Localized
The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action as described in Section 4.0.
The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
The School Administrator will call “911”, and will provide the exact location and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin.
Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.
Scenario 3: Substance Released in Surrounding Community
If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described in Section 4.0.
Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, lab, cafeteria, gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
The School Administrator will call “911”, and will provide the exact location and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The School Administrator will turn on a radio or television station to monitor information concerning the incident.
The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

5.5 Bomb Threat
Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.
Procedure
If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as

possible and alert someone else to call “911” – telling the operator, “This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number].”
The person answering the threat call should ask the following questions, utilizing the bomb threat report (Form C, Appendix A), record the answers and then immediately notify the School Administrator:
When is the bomb going to explode?
Where is it?
What will cause it to explode?
What kind of bomb is it?
Who are you?
Why are you doing this?
What can we do for you to avoid the bomb from exploding?
How can you be contacted?

The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects.
While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
No attempt should be made to investigate or examine the object.
After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will notify “911”, if not previously notified, and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
The School Administrator will notify the District Superintendent of the situation.
The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe.
The School Administrator will give the ALL CLEAR signal as described in Section 4.0 when appropriate.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.
After the incident is over, the School Administrator will ensure the Bomb Threat Report (Form C, Appendix A) is completed.

5.6 Bus Disaster
These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to the nearest school.
This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances
Procedure
Scenario 1: Earthquake
The driver should issue DUCK, COVER AND HOLD action as described in Section 4.0.
Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
Set brake, turn off ignition, and wait for shaking to stop.
Check for injuries and provide first aid as appropriate.
If the bus is disabled, stay in place until help arrives.
Contact the School Administrator to report location and condition of students and the bus.
The School Administrator will determine what additional appropriate notification(s) should be made and will brief the District Superintendent.
If instructed to continue route, the driver should:

If in route to school, continue to pick up students.
If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, refer to Number 9 below.
If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.
In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
The driver will account for all students and staff throughout the emergency.
Scenario 2: Flood
DO NOT drive through flooded streets and/or roads.
Take an alternate route or wait for public safety personnel to determine safety.
If the bus is disabled, stay in place until help arrives.
Contact the School Administrator to report location and condition of students.
The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the District Superintendent.
In all instances, do not attempt to cross damaged bridges or overpasses.
The driver will account for all students and staff throughout the emergency.
Scenario 3: Serious Accident or Bus Fire
Park the bus in a safe location.
Set the emergency brake and turn off the ignition.
Evacuate the bus in the event of a fire.
Check for injuries and provide appropriate first aid.
Call "911" and provide exact location of the bus and wait for arrival of emergency responders.
Contact the School Administrator to report location and condition of students.
The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the District Superintendent.
Stay with the disabled bus until help arrives.
The driver will account for all students and staff throughout the emergency.

5.7 Disorderly Conduct
Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 5.3, Armed Assault on Campus.
Procedure
Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
Staff will immediately notify the School Administrator.
The School Administrator will initiate the appropriate Immediate Response Actions, which may include activation of the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
The School Administrator will call "911" and request a law enforcement response.
If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
The School Administrator will notify the District Superintendent of the situation.

5.8 Earthquake
Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.
Procedure
Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.
Upon the first indication of an earthquake, teachers should direct students to DUCK, COVER AND HOLD as described in Section 4.0.
Move away from windows and overhead hazards to avoid glass and falling objects.

When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
The First Aid/Medical Team will check for injuries and provide appropriate first aid.
The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
If the area appears safe, the Emergency Response Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
The School Administrator will contact the District Superintendent to determine additional actions that may be necessary.
The School Administrator will have the Security/Utilities Team assess the safety of buildings for re-occupancy. When safe to do so, the Emergency Response Team will conduct an inspection of school buildings for hazards. The ERT Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander
Any affected areas will not be reopened until the Security/Utilities Team or Local Authorities provides clearance and the School Administrator gives authorization to do so.
The School Administrator will initiate an OFF-SITE EVACUATION, as described n Section 4.0, if warranted by changes in conditions at the school.
In the event an earthquake occurs during non- school hours:
1. The School Administrator and the Plant Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Security/Utilities Team to participate in the assessment.
2. The School Administrator should confer with the District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System as referenced in Section 5.0.

5.9 Explosion/Risk of Explosion
This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”, refer to Section 5.5.
Procedure
Scenario 1: Explosion on School Property
In the event of an explosion, all persons should initiate DUCK AND COVER as described in Section 4.0.
The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
The First Aid/Medical Team will check for injuries and provide appropriate first aid.
Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
The School Administrator will notify the District Superintendent of the situation.
The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
When it is determined safe to enter affected areas, the School Administrator will advise the Emergency Response Team to initiate search and rescue activities.

The School Administrator will contact the Security/Utilities Team to ensure buildings are safe for re-occupancy.
Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

Scenario 2: Risk of Explosion on School Property
The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
The School Administrator will advise the Emergency response Team to initiate rescue operations.
The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
The School Administrator will notify the District Superintendent of the situation.
All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.
Scenario 3: Explosion or Risk of Explosion in Surrounding Area
The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
The School Administrator will notify "911" and will provide the exact location (e.g., building, area) and nature of emergency.
The School Administrator will take further actions as needed.
The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.
Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials
The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
The School Administrator will notify "911" and provide details on the area and personnel affected at the school.
After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
The Security/Utilities team will turn off the school's main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
At the School Administrator's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

5.10 Fire In Surrounding Area
This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.
Procedure
The School Administrator will initiate the appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
The School Administrator will notify "911" and will provide the location and nature of emergency.
The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes

open for emergency vehicles.
The School Administrator will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions. Law Enforcement, media stations and websites should be monitored for additional information.
If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
As appropriate, the School Administrator will activate Parent Alert System.
The School Administrator will notify the District Superintendent of the emergency situation.
If needed, the School Administrator will notify the District Office to request busses for staff and student evacuation.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

5.11 Fire On School Grounds
This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.
Procedure
Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
The School Administrator will immediately initiate the Incident Command System and EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) of the fire.
The Emergency Response Team will suppress fires and initiate rescue procedures until the local fire department arrives.
The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
The Security/Utilities Team Leader will direct the fire department to the fire and brief fire department official on the situation.
The Security/Utilities Team will notify the appropriate utility company of damages.
The School Administrator will notify the District Superintendent of the fire.
If needed, the School Administrator will notify the District Emergency Operations Center to request busses for staff and student evacuation.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
For fires during non-school hours, the School Administrator and the District Superintendent will determine if the school will open the following day.
All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate “fire is out.”

5.12 Flooding
This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.
Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described in Section 4.0.
The School Administrator will notify “911” and will describe the nature and extent of the flooding.
The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will notify the District Superintendent of the emergency situation.
As appropriate, the School Administrator will activate Parent Alert System as referenced in Section 6.0.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

5.13 Loss or Failure of Utilities
This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.
Procedure
If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.
The School Administrator will notify maintenance (Monday – Friday between the hours of 7:00 a.m. – 4:30 p.m.) or emergency numbers as provided in this plan and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
The School Administrator will notify the District Superintendent of the loss of utility service.
As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.9 Explosion/Risk of Explosion.
In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.
Plan for a Loss of Water:
This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of water will not result in an immediate closure of school sites. However, in at least one school site the loss of water is directly connected to a loss of electricity, which may result in a school closure, depending on overall circumstances.

Once decisions have been made concerning maintaining or closing a school site, all personnel shall be notified.

Other school sites rely on gravity fed water assisted by booster pumps. Such sites may be able to continue to operate without being negatively impacted.

The ability to provide sanitary restroom facilities shall be a factor in considering if a school closure is necessary. Mitigation efforts, such as use of supplemental water supplies for flushing can be used, as well as the delivery of porta-potties.

Each school site has emergency buckets with toilet lids that can be used for extended periods of time.

Each school site has various quantities of emergency water that can be dispensed by personnel. Emergency water should periodically be replaced (six months to one year) to maintain freshness.

In a major catastrophic event, such as an earthquake other measures, which may consist of using buckets or trenches, may have to be considered. Emergency supplies should be maintained in order to support these alternative plans.

Plan for a Loss of Electricity:
This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety and comfort of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of electricity will not result in an immediate closure of school sites. Most classrooms receive enough ambient light to continue for short periods of time. Some classrooms may have to be moved to other areas to maximize the use of natural lighting.

At some school sites, electric heaters rather than gas or propane provides heating. In such situations, the ability to maintain a

comfortable learning environment should be considered. Other sites utilizing gas may still be impacted by the failure of electrical thermostats to operate.

At one school site, the loss of electricity also results in the loss of water. The combined effects may cause an immediate school closure depending on overall circumstances.

Once decisions have been made concerning maintaining or closing a school site, all personnel shall be notified.

If the loss of electricity is related to an event that may have continued negative impact on a school site, such as fire, chemical release etc., consideration needs to be given to the fact that emergency bells are not functional. An efficient student/staff runner system or handheld P.A. device may need to be employed.

Direct phone lines and cell phones may continue to be effective during a power outage, however phone connected via a multi-line system are usually inoperative. Hand held radios would be used to maintain communication with buses or other off-campus personnel.

Although none of the school sites are designed to operate on emergency generators, some site may have limited functionality with smaller generators designed to operate office, food service and communications operations.

In un-planed outages that result in multi-day events considerations should be given to the difficulty of maintaining operations such as office, food service and communications in determining the need for school closures.

Plan for a loss of Natural Gas

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of natural gas or propane will not result in the closure of school sites, where other operational functions are not impacted. However, school sites that rely on natural gas or propane for heat will need to evaluate weather conditions and their impact on a schools environment.

The ability to provide food services at required school sites needs to be evaluated on outages of unknown duration.

Loss of gas/propane due to an on-campus event that results in fire or release of gas should refer to other related emergency procedures within this chapter.

Plan for a loss of Communication

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Communications within the District is accomplished through a variety of mediums, including phone (both land based and cell), radio, P.A. systems and student/staff runners. Some or all may be impacted by an emergency event.

Generally, a loss of one or two modes of communication will not result in the closure of a school site, when they can be mitigated by other actions. However, the loss of multi-modes of communication is often related to the loss of electricity, which will additionally need to be considered.

Effective use of student/staff runners can be utilized to reduce the impacts of a lack of phone or P.A. systems.

Using a handheld radio or accessing a mobile radio located in a bus or other District vehicle may compensate for the loss of a stationary radio.

The loss of repeater access for radio communications will significantly impact the ability of buses and campuses to communicate during an emergency. Some of these impacts may be mitigated through the use of unit-to-unit direct communication on strategically placed mobile units within the District. Such units will be able to relay information from both base and mobile units.

5.14 Motor Vehicle Crash

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

Procedure

The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.

If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

The School Administrator will call “911” and will provide the exact location (e.g., building, area) and nature of emergency.

The School Administrator will notify the District Superintendent of the situation.

The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.

The School Administrator will direct the Emergency Response Team to organize fire suppression activities until the Fire Department arrives.

The First Aid/Medical Team will check for injuries to provide appropriate first aid.

Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.

The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

5.15 Psychological Trauma

Crisis management at El Tejon Unified School District schools specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

Temporary disruption of regular school functions and routines.

Significant interference with the ability of students and staff to focus on learning.

Physical and/or psychological injury to students and staff.

Concentrated attention from the community and news media.

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

Procedure

The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises. Administrators should take into consideration individual staff skills in making these assignments.

The Assembly Area Team will assess the range of crisis intervention services needed during and following an emergency.

The Assembly Area Team will provide direct intervention services.

If there is a need for additional assistance, the School Administrator will notify the District Superintendent.

The Assembly Area Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.

In performing their duties, the Assembly Area Team members will limit exposure to scenes of trauma, injury and death.

The Assembly Area Team will provide ongoing assessment of needs and follow-ups services as required.

5.16 Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple students or employees with unexplained nausea, vomiting, or other illnesses.

Procedure

The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the

area.
The School Administrator will notify “911”, District Office and the Kern County Department of Environmental Health Services (661) 862-8700.
The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
The School Administrator and the District Superintendent will confer with the Kern County Department of Environmental Health Services before the resumption of normal operations.
The School Administrator will notify parents of the incident, as appropriate.

5.17 Threat of Violence
This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The School Administrator should ensure all threats are properly assessed in accordance with District Policy
Procedure
The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
A Threat Assessment should be conducted involving the District Superintendent, Kern County Sheriff and School Administrator.
Consistent with District Policy the Threat Assessment will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk that should be considered, as described below:
Category 1 – High violence potential; qualifies for arrest or hospitalization.
Category 2 – High violence potential; does not qualify for arrest or hospitalization.
Category 3 – Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
Category 4 – Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
Category 5 – Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
In categorizing the risk, the Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
The School Threat Assessment Team will recommend appropriate action to the School Administrator.
As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

5.18 Unlawful Demonstration/Walkout
An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.
Procedure
Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE as described in Section 4.0.
The School Administrator will notify the Kern County Sheriff’s Department, (245-3440) and the District Office and will provide the exact location and nature of emergency.
The Request/Reunion Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
If students leave the campus, the Request/Reunion Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. Staff members will attempt to guide and control the actions of students while offsite.
Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School

Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and blinds in rooms so equipped.
The Documentation staff member should keep accurate record of events, conversations and actions.
All media inquiries will be referred to the designated school's Public Information Officer.
The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
The School Administrator will notify parents of the incident, as appropriate.

6.0 OTHER EMERGENCY INFORMATION
The School Administrator must have access to appropriate information, and a method of communication with parents, school personnel and outside agencies. To facilitate this communication, the following information is provided for use in an emergency.
Alert System 1 (Parent)
Alert System 2 (School Personnel)
Site Plot Plan and Vicinity Map
Emergency Phone Numbers
Emergency Drills
6.1 Alert System 1 (Parent)
Parent contact information is maintained in the school office.
6.2 Alert System 2 (School Personnel)
A current listing of school personnel contact numbers is maintained in the school office.
6.3 Site Plot Plan and Vicinity Map
A Site Plot Plan and Vicinity map are provided in Appendix C. The Site Plot Plan includes the locations of emergency supplies, fire extinguishers, utilities shutoff valves, on-site primary and backup assembly areas and associated evacuation routes. The Vicinity Map indicates the off-site primary and backup assembly areas and the designated evacuation routes to these locations.
6.4 Emergency Phone Numbers
A listing of external emergency phone numbers is provided in Table 6-2 below.

Table 6-2: Emergency Phone Numbers
School Name
El Tejon Elementary School
School Address
4337 Lebec Rd.

School Phone
248-6680

District
Principal
Corey Hansen
248-6680
Assistant Principal
NA

School Nurse
NA

Non-District
Gas Company
248-6655

County Department of Health Services
(661) 321-3000
(800) 611-1911

Local Fire Station

Lebec
911

Local Fire Station
Frazier Park
911

Local Fire Station
Pine Mountain
911

Kern County sheriff
Frazier Park
861-3110

Medical Clinic
Frazier Mtn. Community Health Center
245-1833

Hall Ambulance
800-924-4882

Adaptations for Students with Disabilities

Public Agency Use of School Buildings for Emergency Shelters

Red Cross and Kern County Fire Departments use Frazier Mountain High School for Emergency Shelters. Kern County Fire department uses El Tejon School Baseball Field as a Command Center.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The following is a summary of the suspension policy:
A student may be suspended from school for no more than five (5) consecutive school days. The total number of days a student may be suspended from school shall not exceed twenty (20) days in any school year, with the exception of the following situations:
- The student is transferred to another regular school or continuation school in which case a maximum of thirty (30) days of suspension is allowed, or
- The principal grants an extension of the suspension pending an expulsion hearing by the district expulsion panel or other disciplinary action.

Campus violations and procedures for Disciplinary Action pertaining to Suspension from school are as follows:

District Tobacco Use Policies
The Governing Board recognizes that tobacco use presents serious health risks and desires to provide support and assistance in reducing the number of students who begin or continue to use tobacco. A comprehensive prevention education program, consistent enforcement of laws prohibiting tobacco possession and use by students currently exists. The District is currently developing plans for intervention and cessation activities. The District has set the following policies in regards to prohibiting tobacco use:

1. Students and Parents shall not smoke or use tobacco, or any product containing tobacco or nicotine, while on campus, while attending school- sponsored activities or while under supervision and control of district employees. (Ed Code 48900, Health and Safety Code)

2. Students and Parents shall not use smokeless tobacco, chew or other related products that contain nicotine while on campus or at

school sponsored activities, or dispose related waste in district-owned or leased buildings, and on district property. (Health and Safety Codes 104420 and 104495) If a student is caught in possession of tobacco or smokeless tobacco, or chew, or any products that contain nicotine could result in the following actions by the school administration:
- 3-day suspension and confiscation of any tobacco related paraphernalia, parent contact and possible citation by law enforcement.
- Subsequent offenses: 5-day suspension, recommendation of enrollment in secession program and citation by law enforcement. Ed. Code 48900 a (1). Cause, attempted to cause or threaten to cause physical injury to another person.
- 3-5 day suspension for all students. Conflict mediation upon return to school.
- Subsequent offence: 5 day suspension and possible expulsion or recommendation to Alternative Education program

Ed. Code 48900a (2) willfully used force or violence upon the person of another except in self-defense.
- 5-day suspension for the aggressor student and recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900b possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900c unlawfully possessed, used, sold, or furnished, under the influence of any controlled substance or intoxicant
- 5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900d unlawfully offered, arranged, or negotiated to sell any controlled substance
- 5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900e committed or attempted to commit robbery or extortion
- 5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900f caused or attempted to cause damage to school property or private property.
- 2 day suspension and property or due value must be replaced or repaired. Parent and law enforcement contacted depending upon cost.
- Subsequent offense: 5 day suspension and property or due value must be replaced or repaired. Parent and local law enforcement contacted.

Ed. Code 48900g stolen or attempted to steal school property or private property.
- 2-day suspension and return of property. Contact parent and local law enforcement depending upon cost of the item.
? Subsequent offence: 5-day suspension with recommendation for expulsion,
return of property, contact parent and local law enforcement.

Ed. Code 48900h possession of tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets or betel.
- 3 day suspension and confiscation of any tobacco related paraphernalia
- Subsequent offence: 5 day suspension

Ed. Code 48900i committed an obscene act or habitual profanity or vulgarity
- First offence: 1-3 day suspension depending upon severity
- Subsequent acts: 3-5 day suspension.

Ed. Code 48900j unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in section 11014.5 of the Health and Safety Code
- 5-day suspension. Parent and local law enforcement contacted.
- Subsequent acts: 5 day suspension, contact law enforcement and recommended for expulsion

Ed. Code 48900k Disrupting 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.
- 1-3 day school suspension
- Subsequent acts: 3-5 days suspension

Ed. Code 48900i knowingly received stolen property or private property

- 5-day suspension, parent contacted, possible law enforcement notification and the property must be returned.
- Subsequent offense: 5-day suspension, parent notification, possible law enforcement contacted and recommendation for expulsion.

Ed. Code 48900m possession of imitation firearm:
- 5 day suspension, parent and law enforcement contacted, recommendation for expulsion

Ed. Code 48900n committed or attempted to commit sexual assault or committed sexual battery
- 5 day suspension, contact parent and law enforcement and recommend for expulsion

Ed. Code 48900o harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary proceeding for the purpose of either preventing that pupil in being a witness or retaliating against a pupil for being a witness
- 3 day suspension
- Subsequent offence: 5 day suspension, parent called and recommend for expulsion

Ed. Code 48900p made a terrorist threat against school officials or school property, or both (Ed. Code 48900.7)
- 5-day suspension, parent notification and contact local law enforcement and recommendation for expulsion.

Ed. Code 48900.2 student has committed sexual harassment. There are two (2) types of sexual harassment:

Quid Pro Quo: sexual harassment consists of unwelcome sexual advances, requests for sexual favors or other verbal, visual or physical conduct of a sexual nature.

Hostile Environment: consists of unwelcome visual, verbal, or physical conduct that is directed at an employee or student because of that individual's gender and has a negative impact on the individual's work or academic performance or creates an intimidating, hostile, or offensive work or educational environment.
- 5 day suspension, parent and local law enforcement contacted

Ed. Code 48900.4 intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils that is sufficiently severe or pervasive to have the actual and reasonable expected effect to materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
- First offence: 2-day suspension, mediation, parent conference
- Subsequent offences: 4-day suspension, parent conference and possible placement to Alternative Education.

Campus Violence:
Students have the right to attend El Tejon School without being intimidated, threatened, fear of hazing or physical harm. Speak and treat your peers, teachers, administrators, school staff and guests with courtesy and respect. Respect students "space" and refrain from vulgar or obscene language. This behavior will not be tolerated. Students who engage and are found guilty of such involvement will face disciplinary action.

Loitering:
It is unlawful to:
- Loiter about any school or public place where school children normally attend or congregate. (P.C. 653 (g))
- Loiter, prowl, or wander about private property or another in the nighttime. (P.C. 647 (g))
- Have two or more persons assemble illegally who refuse to disperse upon lawful command. (P.C. 407, P.C. 409)

Gambling:
Gambling or pitching coins are not allowed on campus. Games such as Dice, cards, dominos etc. will be confiscated. Student could be suspended for 1-3 days.

Explosives:
It is unlawful to:
- Sell, use, possess, or discharge any dangerous or explosive material (H.S.12353)
- Sell or use explosive fireworks except for licensed public display. (H.S. 12750)

Exclusion:
Children with filthy or vicious habits; children suffering from contagious or infectious diseases; or children who have mental or physical disabilities if inimical to the welfare of others, may be excluded from school (Ed.Code 48211)

Narcotics:
The governing board of any school district may suspend or expel a pupil whenever it is established to the satisfaction of the board that the pupil has on school premises or elsewhere used, sold, or been in possession of narcotics (Ed. Code 48915 (e) (3))

Alcoholic Beverages:
It is unlawful for and person under the age of 21 years to purchase, to consume alcoholic beverages, or to be intoxicated in a public place (Penal Code 647 (f)). This also includes and “energy drinks” with an alcoholic content.

Violating computer policy
- Parent contact and student has password revoked for two (2) weeks
- Subsequent referral: 1-3 day suspension and student has password revoked for semester.

Cheating:
- Student receives an F for the assignment, teacher notification to parent
- Subsequent offense: Possible 2 day suspension, removal from class and failure of the class for the semester, parent contacted, administrative review, possible removal in any extra curricular activity.

Forgery:
- 1st offense: in house suspension and parent contacted
- 2 nd offense: 2 days suspension, parent conference and SARB contract
- 3rd offense: 5 days suspension and possible referral to El Tejon Continuation

Bullying and Cyber-Bullying:
Ed. Code 48900 (r) One or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threat or intimidations that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment. This also includes acts that are committed personally or by means of an electronic act (such as text messaging, blogs or social networking (My Space, et al.) and pictures/videos posted without victim’s permission).
2-4 days suspension, parent conference, confiscation of electronic devise, law enforcement contacted and possible alternative education placement.

School Bus Conduct:
Bus drivers are responsible for the orderly conduct of students on the school bus. Disorderly conduct by a pupil on a school bus is sufficient reason to deny transportation on a school bus by the administration. See bus referral for possible disciplinary action (see copy in appendix).
- First referral: Warning, parent contact and maybe assigned detention
- Second referral: 1 day bus suspension and parent contacted
- Third referral: 3 days bus suspension, and Saturday School assigned
- Fourth referral: 5 days bus suspension, in-house suspension, parent conference and behavior contract written
- Fifth referral: 2-3 days school suspension, bus suspension for remainder of semester

CALIFORNIA EDUCATION CODE: Suspension and Expulsion
EC §48900 - Grounds for suspension or expulsion; jurisdiction; legislative intent (Amended by Assembly Bill 86 effective January 1, 2009) A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive: (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense. (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence

of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (e) Committed or attempted to commit robbery or extortion. (f) Caused or attempted to cause damage to school property or private property. (g) Stolen or attempted to steal school property or private property. (h) possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (i) Committed an obscene act or engaged in habitual profanity or vulgarity. (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (l) Knowingly received stolen school property or private property. (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing," means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events. (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district, or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following: (1) While on school grounds. (2) While going to or coming from school. (3) During the lunch period whether on or off the campus. (4) During, or while going to or coming from, a school sponsored activity. (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a). (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases. (v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including,
but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section. (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

48900.1. - Pupil suspended by teacher for 48900(i) or (k) violation; attendance of parent for portion of school day; local policy and procedures (a) The governing board of each school district may adopt a policy authorizing teachers to require the parent or guardian of a pupil who has been suspended by a teacher pursuant to Section 48910 for reasons specified in subdivision (i) or (k) of Section 48900, to attend a portion of a school day in the classroom of his or her child or ward. The policy shall take into account reasonable factors that may prevent compliance with a notice to attend. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended. (b) The policy shall be adopted pursuant to the procedures set forth in Sections 35291 and 35291.5. Parents and guardians shall be notified of this policy prior to its implementation. A teacher shall apply any policy adopted pursuant to this section uniformly to all pupils within the classroom. The adopted policy shall include the procedures that the district will follow to accomplish the following: (1) Ensure that parents or guardians who attend school for the purposes of this section meet with the school administrator or his or her designee after completing the classroom visitation and before leaving the school site. (2) Contact parents or guardians who do not respond to the request to attend school pursuant to this section. (c) If a teacher imposes the procedure pursuant to subdivision (a), the principal shall send a written notice to the parent or guardian stating that attendance by the parent or guardian is pursuant to law. This section shall apply only to a parent or guardian who is actually living with the pupil. (d) A parent or guardian who has received a written notice pursuant to subdivision (c) shall attend class as specified in the written notice. The notice may specify that the attendance of the parent or guardian be on the day the pupil is scheduled to return to class,

or within a reasonable period of time thereafter, as established by the policy of the board adopted pursuant to subdivision (a). 48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or
offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of Grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

48900.5. Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 4 900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

48900.6. As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action. 48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

State Law and Suspension

Recent legislation was enacted to prevent students from losing learning opportunities for disciplinary reasons.

Ending Suspensions for Willful Defiance in Grades Kindergarten Through Eight: In 2013, the Legislature approved Assembly Bill 420, which prohibited suspensions on willful defiance or disruption grounds for students in grades kindergarten through three. According to data collected by the California Department of Education (CDE), suspensions for willful defiance significantly decreased upon passage of this measure. In 2019, the Legislature extended this prohibition to students in grades four through eight through Senate Bill 419 (https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB419). Research indicates that students of color; students with disabilities; and lesbian, gay, bisexual, transgender, queer, intersex, and asexual students are more likely to be suspended for low-level subjective offenses such as willful defiance. We support the goals of this legislation and have included the

resources below to support implementation of school-wide and district-/county-wide policies to better support students facing social-emotional and academic struggles.
Homework for Students Suspended for Two or More Days: Assembly Bill 982 (https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB982), also enacted in 2019, requires local educational agencies (LEAs), including charters, to provide homework assignments to students upon the request of the parent, guardian, or student during a suspension of two or more school days.
In recent years there have been other statutory provisions designed to limit the use of suspensions and promote alternatives to suspension. These provisions aim to address the root causes of the student's behavior and to improve academic outcomes:

Minimize Suspension for Attendance Issues: California Education Code (EC) Section 48900(w)(1) states that it is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
Instead of Suspension, Support: EC Section 48900(v) provides that a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age-appropriate and designed to address and correct the pupil's specific misbehavior as specified in EC Section 48900.5.
EC Section 48900(w)(2) adds that the MTSS, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.
Suspension as a Last Resort: And finally, EC Section 48900.5 provides that, except for specified exceptions, suspension, including supervised suspension, shall be imposed only when other means of correction fail to bring about proper conduct, and then continues to provide an extensive list of suggested positive, non-exclusionary alternative practices. Other means of correction may include additional academic supports, to ensure, for example, that instruction is academically appropriate, culturally relevant, and engaging for students at different academic levels and with diverse backgrounds.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notification to Teachers about Students and Criminal History
Notification to teacher; pupil who has engaged in acts constituting grounds for suspension or expulsion; civil or criminal liability; misdemeanor; fine; confidential information; application of section. Ed. Code 49079.

a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section

b) No school district, or school district officer or employee, shall be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.

c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a), is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

District Responsibility to Inform Teachers of Criminal History
A school district must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

a) Causing, attempting, or threatening physical injury to another;
b) Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;

c) Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
d) Committing or attempting to commit robbery or extortion;
e) Damaging or attempting to damage school property;
f) Stealing or attempting to steal school or private property;
g) Committing an obscene act or engaging in habitual profanity or vulgarity;
h) Possessing, offering, arranging or negotiating to sell, any drug paraphernalia;<
i) Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties;
j) Knowingly receiving stolen school or private property.

A district employee who knowingly fails to provide mandated information about a pupil is guilty of a misdemeanor punishable by up to six months in jail, or up to $1,000 fine or both.

Such information is confidential and shall not be further disseminated. Ed. Code 49079.

If a minor enrolled in a public school (grades K-12) is found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, assault or battery, larceny, vandalism, or graffiti, the court must send written notice to the school superintendent within seven days. The information shall be expeditiously transmitted to any counselor who directly supervises the student and may be transmitted to any teacher or administrator with direct supervisorial or disciplinary responsibility over the minor who needs the information in order to work with the student, to avoid being needlessly vulnerable, or to protect other persons from needlessly vulnerability. Any information received by a teacher shall be received in confidence for the limited purpose of rehabilitating the minor and protecting students and staff and shall not be further disseminated except insofar as communication with the juvenile, his or her parents, probation officer, and law enforcement is necessary for these purposes. Welfare. & Inst. Code 827 (b).

Each notice received from the court shall be kept in a confidential file at the student's school, transferred to any subsequent school, and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18. The record shall then be destroyed. Welfare & Inst. Code 827(b).

Further, even short of conviction, when a petition is filed in juvenile court or a complaint is filed in any court alleging that a minor is using, selling or possessing drugs, the district attorney may provide written notice to the superintendent of the school district of attendance. Ed. Code 48909.

The superintendent or designee of the district where the minor is enrolled may inspect the minor's juvenile court file and all documents contained therein. Welf. & Inst. Code 827(b).

A law enforcement agency may also release information to a school district relating to the taking into custody or conviction of a minor from crime(s) against the property, students or personnel of that district. Welf. & Inst. Code 828.3.

Additionally, the name of a minor 14 years of age or older, who has been found to be a ward of the court, may be disclosed to the public if the minor has committed a specified "serious" or "violent" felony. Welf. & Inst. Code 204.5.

A student or his/her parent or guardian must notify a school at the time of enrollment if the student was expelled previously from another school and must disclose the reason for the expulsion. Ed. Code 48915.1.

(E) Sexual Harassment Policies (EC 212.6 [b])

BULLYING PREVENTION

El-Tejon Unified 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. Student safety is a high priority and bullying of any student is not tolerated.

HOW DO I FILE A COMPLAINT OF SEX DISCRIMINATION?
A student, parent, guardian, employee, individual or organization may file a written complaint alleging discrimination, harassment, intimidation, and/or bullying on the basis of a protected characteristic under the District's Uniform Complaint Procedure by sending a complaint to the site Principal, Title 9 Coordinator, and/or district Superintendent.

HOW WILL A COMPLAINT BE INVESTIGATED?
Complaints filed under the District's Uniform Complaint Procedure will be investigated and a decision made within sixty calendar days of the District's receipt, unless the complainant agrees to an extension. The District's compliance officer or designee may interview alleged victims, alleged offenders, and relevant witnesses. The compliance office may review available records, statements, or notes related to the complaint, including evidence or information received from the parties during the investigation. The compliance officer may visit reasonably accessible locations where discrimination is alleged to have occurred. As appropriate, the District's compliance officer periodically will inform the parties of the status of the investigation. The complainant will be notified when a decision is made.

Complaints that are not filed under the District's Uniform Complaint Procedures will be investigated and decided pursuant to the applicable procedure.

WHAT HAPPENS WHEN THE INVESTIGATION IS COMPLETE?
For complaints filed under the Uniform Complaint Procedures, the compliance officer will prepare and send a final written decision to the complainant and respondent, if any, within sixty calendar days of the District's receipt of the complainant (unless this deadline is extended by mutual agreement).

If the complainant or respondent is not satisfied with the decision, either the complainant or respondent may, within five business days, file the complaint in writing with the Board. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

The complainant or respondent may appeal the District's decision within fifteen calendar days to the California Department of Education. The appeal must specify the reason for the appeal and whether the District's facts are incorrect and/or the law is misapplied. The appeal must include a copy of the original complaint to the District and a copy of the District's decision. For more information, visit the California Department of Education's webpage on Uniform Complaint Procedures.

For complaints alleging unlawful discrimination based on state law, the complainant may pursue available civil law remedies, including seeking assistance from mediation centers, or public/private interest attorneys, sixty calendar days after filing an appeal with the California Department of Education. (California Education Code § 262.3). Note that this sixty day moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (California Education Code §262.3).

Complaints may also be filed with the United States Department of Education, Office for Civil Rights, within 180 days of the alleged discrimination. For contact information, see the section above on "How do I file a complaint of sex discrimination?" for more information.

If the compliance officer finds that a complaint has merit, El Tejon Unified School District will take appropriate corrective action.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

The El Tejon Unified School District Mission Statement strongly supports the philosophy that our students will be provided with a quality education in a safe, secure environment. The enforcement of the dress code is the responsibility of all ETUSD employees and ETUSD parents/guardians.

The Board and administration reserve the right to declare any mode of dress that in their estimation inhibits the educational process or threatens the safety and protection of all students, as unacceptable. If students are dressed in an unacceptable manner, parents

will be notified and corrective measures must be taken before the student will be allowed to return to class.

Excessively large trousers, pants, and overalls may not be worn. All trousers and pants must be worn at the waist. Belt ends may not hang down. Sagging pants are unacceptable.

Overalls must be worn with straps on the shoulders, not hanging loose.

Hats, caps and attached hoods shall not be worn indoors; site-approved hats, caps and other headgear may be worn for sun protective needs or warmth. Special individual needs regarding headgear should be discussed with the school principal.
Clothing that is excessively revealing is unacceptable. "Excessively Revealing" includes:
clothing that is extremely tight fitting
backless halter tops or dresses; tube tops; tank-top shirts or muscle shirts cut low at armpits or neckline, shirt straps must be 2 finger width
clothing that shows bare midriffs, gang affiliated clothing, bandanas
shorts, the length of which is no shorter than the students fingertips
clothing that is transparent or revealing
underwear being worn as an outer garment
Suggestive clothing or objects may not be worn which are obscene, or depict illegal activity. This includes buttons, armbands, shirts, insignias, including gang affiliation, etc. Clothing with crude or vulgar printing or pictures depicting tobacco, drugs, alcoholic beverages or clothing that is sexually suggestive or disruptive is not acceptable.
No bare feet or unsafe or disruptive footwear shall be worn.
Cosmetics to the face and hair that distract from the educational process such as spray-painted hair, extreme painting of the face, glitter in the hair, etc. is unacceptable except on appropriate days declared by administration.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

The main office will immediately proceed to the front office main gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The main gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.

Arrival to School
Students arrive on campus, via bus, entering through one of two open gates. Playground supervision is provided for a short duration prior to the school start time, and during breakfast in the school cafeteria. Staff monitor students during arrival time. Parents are not to enter the playground with their children. Students who arrive after the morning arrival bell enter through the school office to be signed in by a parent/guardian.
Dismissal from School

Students are released to those designated by parents utilizing the emergency contact information in AEIRES student information system or by means of communication with the teacher. No formal supervision is provided after school, on weekends or holidays if students are not a member of the Boys and Girls Club or after school programs. Parents who would like to pick up their children prior to the school dismissal time must contact the school office and sign out the student. Identification of the parent will be required and the parent will be required to sign the sign-out log. Parents must keep emergency contact information up-to-date in the AERIES Parent Portal.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

Provide a Safe and Positive School Environment

Component:

Positive School Environment

Element:

Positive behavior supports will be utilized at multiple tiers to enforce positive behaviors

Opportunity for Improvement:

Student expectations are reinforced and positive behaviors awarded and acknowledged on a daily basis.

Objectives	Action Steps	Resources	Lead Person	Evaluation
A school-wide behavior matrix implemented	School staff and students are aware of and able to identify expectations. Students are exposed to scenarios in which they are able to grapple with incidents with the Matrix to guide behavior.	School Wide Behavior Matrix, Next Level Curriculum (SEL), restorative circles, Perseverance Education professional development , Safe School Ambassador Meetings	Corey Hansen, Principal	observation of SEL lessons, Safe School Ambassador meeting feedback, and restorative circles interview.
Integrate character education	Integrate character education efforts to develop and maintain a safe school climate into daily lessons and activities.	Next Level curriculum, restorative practices, Perseverance Education, and Social Emotional Learning through Second Steps	Principal, teachers, professional development presenter, Dr. David Sandles	tracking of student behavior referrals, analysis of student feedback, and daily lesson plans
Parent and student anti-bullying education	Implement and train students, teachers, support staff, and community members in Safe School Ambassador anti bullying student empowerment program to develop and maintain a positive and safe school climate.	Safe School Ambassadors program	Rory Jansen (7/8), Kendal Jensen(5/6)	tracking of student behavior referrals, analysis of student feedback, participation levels by students
Ongoing analysis of student behavior and anti-bullying processes	Teachers will meet twice monthly with their student Ambassador Families to address campus issues, use restorative practices, and reinforce positive behaviors and maintain a safe climate.	Safe School Ambassadors Family Units	Rory Jansen (7/8), Kendal Jensen (5/6)	tracking of student behavior referrals, analysis of student feedback, and daily lesson plans

Objectives	Action Steps	Resources	Lead Person	Evaluation
Train teachers, support staff, and students in PBIS Reward	Provide training on and monitor the use of reward assigned for positive behavior through PBIS rewards program	PBIS rewards program, Robo-Call System logs	Corey Hansen, Debbie Ford	Robo-Call system logs and PBIS reward logs.
Provide expanded learning opportunities to develop the whole child and enforce behavior supports in multiple environments.	Field trips for students to expand their learning opportunities and develop the whole child (FFA, See Ag, El Camino Pines, Camp AREV, History Day, Math Field Day, Camp Keep, Battle of the Books, The Cube, University Tours, Leadership Conferences, Getty Museum, and various Saturday School sessions to expand their learning opportunities and increase attendance.	FFA, See Ag, History Day, Math Field Day, Camp Keep, Battle of the Books, The Cube, University Tours, Leadership Conferences, Getty Museum, Visual and performing Arts performances, Integrated curriculum assemblies, Washington DC historical presentations, Job Embedded Learning)	Principal, Site Leadership team	Students participation Student Feedback forms, Behavior implementation teacher surveys, suspension rates and behavior incident monitoring

Goal

Component:

Disaster Preparedness

Element:

Preparing staff and students for emergencies

Opportunity for Improvement:

Monthly drills and staff feedback

Objectives	Action Steps	Resources	Lead Person	Evaluation
Monthly disaster drills	participate in monthly disaster drills	Safety plan and timed responses	Principal, secretary	Drills completed in a timely manner and with accuracy
Inventory of disaster plan supplies	review the current inventory and restock items as needed	disaster relief inventory	Principal, leadership team, and secretary	updated inventory
Classroom emergency supply inventory	review the current inventory and restock items as needed	classroom emergency backpacks inventoried and stocked	Teachers, secretary	updated emergency backpacks

Objectives	Action Steps	Resources	Lead Person	Evaluation
Staff feedback on disaster plan responsibilities and roles	Review roles and responsibilities as outlined in the disaster plan, identify locations, materials and needs.	Safety plan and resource inventory.	Principal, secretary, emergency plan members, support staff, student leadership	feedback concerns addressed

Goal

Component:

Safe Physical Environment

Element:

Safe ingress and egress for parents, students, and staff

Opportunity for Improvement:

Principal visibility, campus walkthroughs and monthly inspections

Objectives	Action Steps	Resources	Lead Person	Evaluation
Vehicle & pedestrian traffic safety	Review safe to and from school practices for students who walk to school.	Expectancies Assemblies	Principal	Tracking number of incidents observed and reported
Closed campus/locked perimeter gates	Phone messages to remind parents to check in with the front office and get a visitor sticker Staff supervision	Review of expectations	Principal	Tracking number of incidents observed and reported
Clean and safe environment	Timely reporting of necessary classroom/campus repairs.	Maintenance ticket system	Principal, Custodian, Teachers, Grounds, Maintenance	Tracking number of incidents observed and reported

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

El Tejon School Student Conduct Code

Conduct Code Procedures

General Rules Governing Student Conduct

Cooperation is essential to maintaining an orderly campus and certain standards of behavior are expected from all students. As a student at El Tejon School you are expected to be aware of and accept your individual responsibilities and behavior.
Be responsible:
* follow adult directions

* keep hands and feet to yourself

*Be courteous and kind to others

Be respectful:
* listen to adults

* use good manners

* use appropriate language

*be to school & class on time

Be Safe:

* always tell the truth

* own your behavior

* think before making choices

(Art. Sec. 62; Title V CA Admin. Code)

Students must comply with school regulations, pursue the required courses of study, and submit to the authority of teachers (Ed. Code 48908). Students do not have the right to interfere with the learning process of others. Therefore students must follow teacher imposed and school class rules. You are responsible for your actions and the consequences for those actions. The Principal is responsible for administering student discipline. You can contact the Principal at (661) 248-6680 or e-mail at chansen@el-tejon.k12.ca.us

Office Referrals:
Referrals are issued by the teacher or school staff for classroom or school infractions and are referred to the assistant principal for disciplinary action. When a student receives a referral from a teacher, the teacher will contact the parent. Referrals determine part of the student's citizenship grade. Parents will be contacted by phone or e-mail. A possible parent conference could be held prior to returning student to class. Any referral that violates Education Code 48900, the students will be subject to suspension.

Lunch Detention, After School Detention (Ed. Code 44807.5, C.C.R. Title 5, Sec. 353, AR5144 (b)
Lunch Detention is only assigned to students via the principal. It is held in room 21 or in the office, and is proceeded by restorative conversations.

The following is a summary of the suspension policy:
A student may be suspended from school for no more than five (5) consecutive school days. The total number of days a student may be suspended from school shall not exceed twenty (20) days in any school year, with the exception of the following situations:
The student is transferred to another regular school or continuation school in which case a maximum of thirty (30) days of suspension is allowed, or
The principal grants an extension of the suspension pending an expulsion hearing by the district expulsion panel or other disciplinary action.

Campus violations and procedures for Disciplinary Action pertaining to Suspension from school are as follows:

District Tobacco Use Policies
The Governing Board recognizes that tobacco use presents serious health risks and desires to provide support and assistance in reducing the number of students who begin or continue to use tobacco. A comprehensive prevention education program, consistent enforcement of laws prohibiting tobacco possession and use by students currently exists. The District is currently developing plans for intervention and cessation activities.

The District has set the following policies in regards to prohibiting tobacco use:

Students and Parents shall not smoke or use tobacco, or any product containing tobacco or nicotine, while on campus, while attending school-sponsored activities or while under supervision and control of district employees. (Ed Code 48900, Health and Safety Code)

Students and Parents shall not use smokeless tobacco, chew or other related products that contain nicotine while on campus or at school sponsored activities, or dispose related waste in district-owned or leased buildings, and on district property. (Health and Safety Codes 104420 and 104495)

If a student is caught in possession of tobacco or smokeless tobacco, or chew, or any products that contain nicotine could result in the following actions by the school administration:
3-day suspension and confiscation of any tobacco related paraphernalia, parent contact and possible citation by law enforcement.
Subsequent offenses: 5-day suspension, recommendation of enrollment in secession program and citation by law enforcement.

Ed. Code 48900 a (1). Cause, attempted to cause or threaten to cause physical injury to another person.
3-5 day suspension for all students. Conflict mediation upon return to school.
Subsequent offence: 5 day suspension and possible expulsion or recommendation to Alternative Education program

Ed. Code 48900a (2) willfully used force or violence upon the person of another except in self-defense.
5-day suspension for the aggressor student and recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900b possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900c unlawfully possessed, used, sold, or furnished, under the influence of any controlled substance or intoxicant
5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900d unlawfully offered, arranged, or negotiated to sell any controlled substance
5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900e committed or attempted to commit robbery or extortion
5-day suspension with recommendation for expulsion. Parent and local law enforcement contacted.

Ed. Code 48900f caused or attempted to cause damage to school property or private property.
2 day suspension and property or due value must be replaced or repaired. Parent and law enforcement contacted depending upon cost.
Subsequent offense: 5 day suspension and property or due value must be replaced or repaired. Parent and local law enforcement contacted.

Ed. Code 48900g stolen or attempted to steal school property or private property.
2-day suspension and return of property. Contact parent and local law enforcement depending upon cost of the item.
Subsequent offence: 5-day suspension with recommendation for expulsion, return of property, contact parent and local law enforcement.

Ed. Code 48900h possession of tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets or betel.
3 day suspension and confiscation of any tobacco related paraphernalia
Subsequent offence: 5 day suspension

Ed. Code 48900i committed an obscene act or habitual profanity or vulgarity
First offence: 1-3 day suspension depending upon severity
Subsequent acts: 3-5 day suspension.

Ed. Code 48900j unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in section 11014.5 of the Health and Safety Code
5-day suspension. Parent and local law enforcement contacted.
Subsequent acts: 5 day suspension, contact law enforcement and recommended for expulsion

Ed. Code 48900k Disrupting 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.
1-3 day school suspension
Subsequent acts: 3-5 days suspension
Ed. Code 48900i knowingly received stolen property or private property
5-day suspension, parent contacted, possible law enforcement notification and the property must be returned.
Subsequent offense: 5-day suspension, parent notification, possible law enforcement contacted and recommendation for expulsion.

Ed. Code 48900m possession of imitation firearm:
5 day suspension, parent and law enforcement contacted, recommendation for expulsion

Ed. Code 48900n committed or attempted to commit sexual assault or committed sexual battery
5 day suspension, contact parent and law enforcement and recommend for expulsion

Ed. Code 48900o harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary proceeding for the purpose of either preventing that pupil in being a witness or retaliating against a pupil for being a witness
3 day suspension
Subsequent offence: 5 day suspension, parent called and recommend for expulsion

Ed. Code 48900p made a terrorist threat against school officials or school property, or both (Ed. Code 48900.7)
5-day suspension, parent notification and contact local law enforcement and recommendation for expulsion.

Ed. Code 48900.2 student has committed sexual harassment. There are two (2) types of sexual harassment:

Quid Pro Quo: sexual harassment consists of unwelcome sexual advances, requests for sexual favors or other verbal, visual or physical conduct of a sexual nature.

Hostile Environment: consists of unwelcome visual, verbal, or physical conduct that is directed at an employee or student because of that individual's gender and has a negative impact on the individual's work or academic performance or creates an intimidating, hostile, or offensive work or educational environment.
5 day suspension, parent and local law enforcement contacted
Ed. Code 48900.4 intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils that is sufficiently severe or pervasive to have the actual and reasonable expected effect to materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
First offence: 2-day suspension, mediation, parent conference
Subsequent offences: 4-day suspension, parent conference and possible placement to Alternative Education.

Campus Violence:
Students have the right to attend El Tejon School without being intimidated, threatened, fear of hazing or physical harm. Speak and treat your peers, teachers, administrators, school staff and guests with courtesy and respect. Respect students "space" and refrain from vulgar or obscene language. This behavior will not be tolerated. Students who engage and are found guilty of such involvement will face disciplinary action.

Loitering:
It is unlawful to:
Loiter about any school or public place where school children normally attend or congregate. (P.C. 653 (g))
Loiter, prowl, or wander about private property or another in the nighttime. (P.C. 647 (g))
Have two or more persons assemble illegally who refuse to disperse upon lawful command. (P.C. 407, P.C. 409)

Gambling:
Gambling or pitching coins are not allowed on campus. Games such as
Dice, cards, dominos etc. will be confiscated. Student could be suspended for 1-3 days.

Explosives:
It is unlawful to:
Sell, use, possess, or discharge any dangerous or explosive material
(H.S.12353)
Sell or use explosive fireworks except for licensed public display. (H.S. 12750)

Exclusion:
Children with filthy or vicious habits; children suffering from contagious or infectious diseases; or children who have mental or physical disabilities if inimical to the welfare of others, may be excluded from school (Ed.Code 48211)

Narcotics:
The governing board of any school district may suspend or expel a pupil whenever it is established to the satisfaction of the board that the pupil has on school premises or elsewhere used, sold, or been in possession of narcotics
(Ed. Code 48915 (e) (3))

Alcoholic Beverages:
It is unlawful for and person under the age of 21 years to purchase, to consume alcoholic beverages, or to be intoxicated in a public place (Penal Code 647 (f)).
This also includes and “energy drinks” with an alcoholic content.

Violating computer policy
Parent contact and student has password revoked for two (2) weeks
Subsequent referral: 1-3 day suspension and student has password revoked for semester.
Cheating:
Student receives an F for the assignment, teacher notification to parent
Subsequent offense: Possible 2 day suspension, removal from class and failure of the class for the semester, parent contacted, administrative review, possible removal in any extra curricular activity.

Forgery:
1st offense: in house suspension and parent contacted
2nd offense: 2 days suspension, parent conference and SARB contract
3rd offense: 5 days suspension and possible referral to El Tejon Continuation High School

Bullying and Cyber-Bullying:
Ed. Code 48900 (r) One or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threat or intimidations that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment. This also includes acts that are committed personally or by means of an electronic act (such as text messaging, blogs or social networking (My Space, et al.) and pictures/videos posted without victim’s permission).
2-4 days suspension, parent conference, confiscation of electronic devise, law enforcement contacted and possible alternative education placement.

School Bus Conduct:
Bus drivers are responsible for the orderly conduct of students on the school bus. Disorderly conduct by a pupil on a school bus is sufficient reason to deny transportation on a school bus by the administration. See bus referral for possible disciplinary action (see copy in appendix).
First referral: Warning, parent contact and maybe assigned detention
Second referral: 1 day bus suspension and parent contacted
Third referral: 3 days bus suspension, and Saturday School assigned
Fourth referral: 5 days bus suspension, in-house suspension, parent conference and behavior contract written

Fifth referral: 2-3 days school suspension, bus suspension for remainder of semester

Common Areas and Off Limit areas of the campus:
To protect property, student's safety and maintain supervision, to keep eating areas clean and make everyone's break and lunch pleasant, we ask for your cooperation with the following rules:
Cooperate with cafeteria staff and follow the directions by teachers, aides, and administrators.
Don't cut in the lunch line.
Use appropriate language.

Responsibility for School Property:
California law authorizes any district to withhold the grades, diploma and transcripts of any pupil who, upon authorized demand, and after affording the pupil due process rights, willfully fails to return loaned school property, or who willfully damages or defaces real or personal property, unless or until the pupil or pupil parents or guardian has paid for the property. The school district may provide a program of voluntary work for the minor in lieu of the payment of monetary damages. (Ed. Code 48904)

Any student who fails to return loaned school property such as a textbook, library book or equipment furnished by the school shall not be issued a report card or additional property or until the loaned property is returned to school. The same applies to transfers of student records or cum files.

Any person who willfully detains any book, newspaper, magazine, pamphlet, manuscript, or other property belonging to any public or incorporated library, reading room, museum or other educational institution for 30 days after notice in writing to return the article or property, given after the expiration time for which by the rules of the institution the article or property may be kept, is guilty of a misdemeanor. The parents or guardian of a minor who willfully and maliciously commits any act within the scope of this section will be liable for all damages caused by the minor. (Ed. Code 19911)

Searches:
The Supreme Court has ruled that school authorities do not need a warrant or probable cause to believe a crime has occurred before conducting searches of students, their belongings, and/or their school lockers, which are District Property. Ordinarily, a search is justified when there is reasonable suspicion that will uncover evidence that a student broke the law or school rules.

Cooperation with law enforcement:
El Tejon School is required to cooperate with law enforcement officials. When a law enforcement officer asks to meet with a student on campus, school administrators will make every effort to sit in on the interview. Students should be aware that they have the right to request that their parent be present any time they are being interviewed by law enforcement officer.
Care for buildings and grounds:
We feel it is a matter of school pride that every student makes a commitment to do everything possible in maintaining care of the campus. The appearance of our school expresses a positive message to everyone.

Theft, vandalism and Damage Reporting:
All incidents involving theft, damage and vandalism or any other unusual circumstances are to be reported to the assistant principal. In case of theft or breaking in, a written report is to be made listing all missing or damaged items.

Marker Pens, Aerosol Cans, Pepper Spray, Laser Pens:
Are not allowed to be in pupils possession and will be confiscated and are subject to disiplinary action.

Assemblies:
Be respectful of the students or speakers presenting or participating in the program. It is our expectation that you respect the rights of others and our belief is that you are due that level of courtesy in return.

The following areas are off limits to students:
Parking lot areas, agriculture area,, basket ball, tennis courts and athletic fields, stage and all classrooms unless accompanied by a teacher.

Remember: No food or drinks (except water) are allowed in classrooms and to clean up after yourselves when you are done eating.

Student Dress Code
The district adopted school dress code can be found at the back of this student handbook. Students who do not have appropriate clothing may either call home or be given loaner clothing.

Attendance Policy:

Excused Absences:
Excused absences include illness, quarantine, medical, dental or optometric services, and funeral services for immediate family. (C.C.R. Title 5 Sec. 420)
Parents must call the office within 3 days to clear the absence.

Unexcused Absences:
Unexcused absences include sleeping in, missing the bus or a ride to school, providing care for others in the family, vacations, visiting relatives, etc. If an absence is not verified within three (3) days, it shall be recorded as unexcused.
A student may receive a failing grade because of excessive absences (5) five or more unexcused, school records shall specify that the grade was given because of excessive absences. AR 5113

Reporting an absence to the Attendance Office:
Parent/guardians are required to notify the Attendance Office when their student is absent for any reason. All absences must be verified in three (3) days of returning to school. After three (3) days, the absence is considered a truant.
Parents may leave a message with the Attendance Clerk, Laura McKee at 661-248-6680, or by written notification.
You can also use e-mail: lmckee@el-tejon.k12.ca.us

Please include the following information when reporting an absence:
Student full name
Date or dates of absence or times if not all day, what periods
Reason for absence
Signature of parent/guardian

If your absence exceeds two (2) days, your parent/guardian should contact the Attendance Clerk. Homework requests require 24-hour preparation time. The materials will generally be ready after 3:30 p.m. on the following day. If necessary, arrange to deliver your completed, properly identified homework (including the teacher's name and period) to the office/teacher. Additional assignments as the absence continues may also be requested. You will be able to find teacher e-mail addresses on the school website navigated through: www.el-tejon.k12.ca.us

Re-Admit Slips:
Students must obtain a re-admit before re-entering class for any reason. Failure to obtain a re-admit slip will result in the student being sent to the Attendance Clerk to obtain one and be issued a tardy to class.

Make up work:
It is the students' responsibility to get any make-up work from their teachers during any absence. Students can find teacher assignments on the school web site navigated through: www.el-tejon.k12.ca.us

For excused absences, the length of time to complete the missed work would be appropriate with the length of the absence. i.e. two days absent would have two days to complete make-up work.
For unexcused absences, work that was due on the day absent must be turned in on the day the student returns. Assigned work that was originally given on the day the student was absent must be turned in the day after the student returns. Any test given on the absent day must be given on the day the student returns.
If an absence is due to a cut, no make-up work is given, including a test. The student will receive an "F" for a grade on the test that was missed.
Students who have been suspended may be required to complete any assignment and tests during the suspension. Students can

find teacher assignments on the school web site navigated through:
www.el-tejon.k12.ca.us

Absence requiring early dismissal:
When a student needs to leave campus before the school day is over, they must sign out in the Administration Office. A parent/guardian must come to the office to sign their child out. Notes are accepted only if the parent signature is on file on the registration card. Students will not be released to anyone other than a parent or guardian. Emergency contacts are used to pick up students only when parents cannot be reached or in case of emergency.

Students are not allowed to leave class to make arrangements to leave campus. A note after the student has left campus will not excuse them; they must have prior approval since we have a closed campus and students are not allowed to walk off the campus without an off campus pass. Leaving campus without properly signing out is considered truancy and the student will face disciplinary action.
Off Campus Passes
A student may have an off-campus pass due to attendance at alternative education programs, work experience, or due to a shortened class schedule agreed upon by parents and school administration.
If the student is issued an off-campus pass, he/she will be responsible for carrying the off campus pass in their possession.
at they are no longer reporting to their parents before they may sign themselves out of school. (See appendix)

Truant/unexcused absence from class:
A student is considered truant without a valid excuse if he/she is:
Is absent for more than 3 full days in one school year
Or absent for more than a 30 minute period during a school day
Any combination thereof.
On the third unexcused absence the student is regarded as truant and parents are notified.
On the 4th unexcused absence the student is regarded as a truant repeat and a second letter will be sent home. The parents will be notified to attend a conference with the Assistant Principal.
On the 5th unexcused absence the student is regarded as habitual truant and a third letter will be sent home.
On the 6th unexcused absence, parents will be notified to attend a Student Attendance Review Board hearing to discuss the pupils attendance and the student will not receive credit for classes for the semester.

Grades and Truancy: AR 5121 c
Upon the fourth (4) unexcused absences, the parents and pupil will be notified by the teachers that the student is in danger of failing the course for the semester due to poor attendance. Upon the 6th unexcused absence, the student will receive a grade of F and no credit will be given for that class for the semester. If a student receives a failing grade because of excessive absences five (5) or more unexcused, A student receiving a failing grade due to excessive unexcused absences may appeal to the site Attendance Review Board. (Ed. Code 49067)

Unauthorized Departure
Students who fail to report to class will serve an automatic Saturday School. For repeat violations, the student may be suspended and their grades and credits affected. Students who aid others by driving off campus will be held accountable and will face disciplinary action. See student driver section.

Tardy Policy:
Students are expected to be punctual to class.

School Clubs, Organizations and Athletics

Our goal is that all students will excel in the classroom and be involved in at least one activity. Educational research shows that students that are involved in some type of school activity achieve a higher level academically than those students not involved in co-curricular activities. There are many different avenues available for you to become involved in the "Falcon Family."
The Board of Education realizes the importance of including inter-scholastic athletics and ASB clubs and organizations in maintaining a reasonable standard for academic achievement, satisfactory attendance and citizenship for
students in the El Tejon Unified School District. It is therefore reasonable to expect students to maintain the Board's adopted academic standard in order to participate in extra and co-curricular activities.

Conditions for Participation in Extra and Co-Curricular Activities:
A student will be eligible to participate in extra and co-curricular activities only if the following conditions have been met:

The student has achieved a grade point average of 2.00 and earned passing grades in a minimum of four (4) classes and no more than one (1) Failing grade and no more than two (2) unsatisfactory citizenship marks at the end of the 1st quarter in October, 2nd quarter in December, 3rd quarter in March and 4th quarter in June grading periods. The end of the 4th quarter grades is in effect until the 1st quarter grades in October of the following year.
To ensure that the student is achieving his/her academic goals, attending classes for as much of the school day prior to leaving for an extra-curricular event is critical to the student's success. Release times for students involved in extra-curricular activities will be in the morning announcements at the beginning of each day.

Athletics

The conditions for participation provided above, apply to all athletes.

Sports Offered:
El Tejon School encourages any student to tryout regardless of their ability or talent. Students are encouraged to talk to the coaches of the sport, PE teachers, Athletic or Activities Director at anytime during the year if they are at all interested in participating in athletics. Students participating in sports programs must ride the bus to and from all athletic activities, unless alternative plans are pre-approved by an administrator. A student must attend school on the day of a game or practice if he/she wishes to participate. The minimum number of classes the student must attend is four. If an emergency arises, you must contact the Principal prior to the day of absence in order to participate in the game or practice.

FALL
Flag Football
Girls Volleyball

WINTER
Boys and Girls Basketball

SPRING
Girls and Boys Softball

The following guidelines are adopted in the interest of maintaining an outstanding athletic and extra-curricular program:

Code of Conduct
Eligibility Responsibilities

Participation in El Tejon School athletic and activities programs are a privilege. With this privilege come certain responsibilities since these students represent El Tejon School in the classroom, in the hallways, in the athletic arena, and in the community. The Athletic/Activities Code of Conduct is in effect 365 days of the year, 24 hours a day, and 7 days per week. El Tejon School believes interscholastic athletics and extra-curricular and co-curricular activities are an integral part of a student's total educational experience. The success of our programs is based on our students' abilities to balance their participation with their academic requirements. Academic achievement comes first. In athletics, our goal is to provide a safe, structured environment where student athletes can develop responsibility, work ethic, trust and loyalty, self-esteem and self-discipline. This document serves to inform students and parents about the guidelines, policies, and regulations of the CIF (California Interscholastic Federation) and the El Tejon School Extra-Curricular and Co-Curricular Activities Program.

In order to participate in Extra-Curricular and Co-Curricular Activities, students must maintain a minimum 2.00 GPA with no F (in all enrolled classes on a 4.00 scale). Students also may not have more than two unsatisfactory marks in citizenship on their report card.

Student eligibility is based on official grades posted each quarter. Eligibility status will be declared within 5 school days following the end of each quarter. Make-up work after the grading period ends will not change "eligibility status" unless there is teacher approval. A probationary status can be given once every two years allowing a minimum of 1.85 GPA with no F and no more than two

unsatisfactory marks in citizenship.

If a player chooses to quit or is removed from a team for disciplinary reasons after the first game of the season, that player will not be allowed to participate for the first two contests of another sport. Players cannot quit one team to join another team during the same season. For example, if a player quits the basketball team after the first official game, that player may not join the soccer team. He or she may play a spring sport but will have to sit out of the first two contests. Students may not practice with another team until the previous season has concluded.

Violations of any school rule/policy that occurs on campus or at any school sponsored activity will be subject to the School Disciplinary Policy (see Student Handbook). The use or possession of illegal drugs, alcohol, tobacco, weapons or participations in fighting, violation of the law, breach of school regulations, defiance of school authority, or breaking of rules established by a coach or advisor, will result in appropriate disciplinary actions as determined by the Code Of Conduct Board of El Tejon School. Suspension or non-privilege will make a student ineligible to compete. The Principal or designee may suspend a student from participation in extra-curricular and co-curricular activities based on a violation of the Code of Conduct. Additional disciplinary action or conditions of reinstatement will be determined by a hearing panel (Code of Conduct Board) appointed by the principal consisting of an administrator, coach or advisor, athletic director, activities director, and counselor.

As representatives of El Tejon School, students shall dress appropriately and display proper citizenship and sportsmanship. Students agree to abide by any other rule(s) or requirements, written or verbal, as established by the coach or advisor.
Students will not be dropped from athletics or extra-curricular activities for disciplinary reasons without discussing the action with the school administration that will approve or disprove them.

(K) Hate Crime Reporting Procedures and Policies

Addressing Hate Crimes and Conflicts in School and in the Community
(https://www2.ed.gov/offices/OCR/archives/Harassment/address1.html)
The section provides specific information to help school districts respond to and prevent hate crimes that may occur at school or involve members of the school community.
HATE OR BIAS CRIME. For purposes of this guide, the term "hate or bias crime" is used to describe an offense against persons or property motivated by hate or bias against a victim based on race, ethnicity, national origin, religion, sex disability, or sexual orientation. Violence motivated by such factors seriously threatens the values of the school and the larger community and the physical safety and mental well-being of all of those affected. Examples of hate-motivated crime include threatening phone calls, defacing or destroying personal property or buildings, hate mail, bomb threats, other threats of physical harm and intimidation, physical assault, arson, vandalism, cross-burnings, and destruction of religious symbols. Other incidents of harassment, such as racial epithets or graffiti, that occur at school, are also of interest to law enforcement agencies, as well as to school officials, because of their potential for causing dangerous confrontation, disruption of order and public safety, and violent retaliation outside of school property or school hours.

The following are steps that districts should take to confront and eliminate hate crimes and other incidents of harassment and confrontation that threaten public safety, involve multiple persons as targets or perpetrators, generate community tensions, or disrupt school order and discipline.

Identify the hate crime laws that apply in the school's jurisdiction

Congress has enacted federal laws that provide both criminal and civil remedies to victims of bias-motivated crimes. One of these federal criminal civil rights statutes, 18 U.S.C. § 245, prohibits the intentional interference, by force or threat of force, with certain federally protected activities, including enrollment in public schools, where the interference is motivated by discrimination on the basis of race, color, religion or national origin. This law also protects individuals who are helping others obtain an equal opportunity for a public education.

Federal law also allows more severe penalties when other federal offenses are motivated by bias. Section 280003 of Public Law 103-

322, 28 U.S.C. 994, provides for increased penalties for persons convicted of federal crimes when the victims were selected "because of the actual or perceived race, color, religion, national origin, gender, disability, or sexual orientation of any person."

Indicators that criminal acts might be motivated by discrimination:
Attacks in which the victim and perpetrator are of a different race, religion, national origin, gender, or sexual orientation, especially a pattern of such attacks
A perception by the victim that the perpetrator was motivated by bias
Victim's known association with activities relating to his or her race, ethnicity, religion, disability, sex, or sexual orientation (for example, attacks on participants in Black History Month programs)
Prior or recent news coverage of similar bias incidents
Hostile acts directed against members of groups whose presence in the area is opposed, or when the group is small in number
Manner and the means of attack, for example, violent attacks or beatings without another apparent motive
Use of language and symbols of ethnic hate such as swastikas and burning crosses, racial and ethnic slurs, the color of paint, and the spelling of words
Ongoing neighborhood or community conflicts or problems that may have initiated or contributed to the act, for example, bias incidents that may provoke retaliation
Possible involvement by an organized hate group, as shown by contemporaneous circulation of printed literature or organized hate activity in the area

Consult the state attorney general and local prosecutor and police department to determine the types of bias incidents recognized as criminal offenses in the state, county and municipality in which the district is located. Also determine the definitions of other criminal offenses that may be applicable to harassing conduct. The definitions should be widely disseminated and may be included in the district's policy.
Like bias crimes, sexual offenses should trigger close cooperation with law enforcement agencies. Definitions of these offenses should be made available to appropriate school officials.

Recognize bias-motivated crime and violence
School administrators should learn to recognize typical indicators of crimes against persons or property that appear to be motivated by bias so that they can alert law enforcement officers to the possible nature of the offense. Screening of all disciplinary incidents to identify such indicators may be warranted in some schools.

Contact law enforcement personnel, as appropriate

REFERRALS TO LAW ENFORCEMENT AGENCIES. School officials should contact law enforcement officials when hate crimes are committed or suspected on school property or in connection with off-site school activities. School officials should also contact law enforcement officials when they become aware of information indicating that any criminal behavior is occurring or is imminent that threatens the life or safety of students or other persons, whether or not the behavior relates to school property or activities.

School officials should also make referrals when less serious incidents occur. Circumstances that should be considered in determining whether a referral is advisable include the nature and seriousness of the conduct and the risk that the conduct poses to the health, safety, or well-being of students, employees, and the public. School officials should remember that prosecutors and police may have information and techniques that may help to identify the perpetrators, to determine the motivation for the incident, and to assess the possibility that violent retaliation or escalation may occur.

Referrals can be made even if information is insufficient for a formal charge. Referrals can also be made when a pattern of incidents at school becomes apparent. Referrals can be made to child protection units, juvenile authorities, police departments, and prosecutors, as appropriate. Schools should determine whether the attorney general of their state, a state or local civil rights agency, or other non-police agencies also accept referrals of bias incidents for investigation and remediation or can provide assistance to school officials or victims.

Preserve Evidence for Investigation

Balance the need to preserve the physical evidence of hate crime for investigation with the duty to minimize the exposure of students to harmful messages. Investigation may identify the perpetrator and determine if a hate group may be involved. Cover or conceal graffiti or other evidence of hate crimes while contacting law enforcement authorities to reduce the chance that students

will see it. Photographing all instances of hate-motivated or harassing graffiti is a good practice, and, if a criminal violation is involved, the physical evidence should be preserved until the police approve removal.

(J) Procedures to Prepare for Active Shooters

4.3 Lock Down
This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.
The difference between Shelter-in-Place and Lock Down is that the former action involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. Cell phones may be used to accomplish this task.

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

If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). If students are missing or in the wrong classroom, notify the office when safe.

Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Communications should be restricted to specific intruder information. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Bullying and Cyber-Bullying:
Ed. Code 48900 (r) One or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threat or intimidations that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment. This also includes acts that are committed personally or by means of an electronic act (such as text messaging, blogs or social networking (My Space, et al.) and pictures/videos posted without victim's permission).
2-4 days suspension, parent conference, confiscation of electronic devise, law enforcement contacted and possible alternative education placement.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying and Cyber-Bullying:
Ed. Code 48900 (r) One or more acts by a pupil or a group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threat or intimidations that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment. This also includes acts that are committed personally or by means of an electronic act (such as text messaging, blogs or social networking (Facebook, et al.) and pictures/videos posted without victim's permission).

2-5 days suspension, student meeting, parent conference, confiscation of electronic devise, law enforcement contacted and possible alternative education placement.

Opioid Prevention and Life-Saving Response Procedures

A comprehensive school response to opioid prevention and life-saving intervention at El Tejon School includes a multi-tiered approach encompassing prevention, staff training, emergency response, and post-incident procedures. Below is a structured framework for El Tejon School where all staff members are 100% trained in opioid-related emergencies.

1. Prevention Strategies
A. Education & Awareness
- Implement age-appropriate opioid education programs for students, staff, and families.
- Conduct regular information sessions on the dangers of opioid misuse and fentanyl-laced substances.
- Distribute informational materials (flyers, brochures, posters) emphasizing risks, warning signs, and where to get help.
- Form SWAT - Students Working Against Tobacco

B. Community & Parent Engagement
- Partner with local health organizations to provide workshops and resources.
- Host parent meetings to discuss opioid dangers and prevention strategies.
- Encourage safe prescription medication storage and disposal at home.

C. Policy Implementation
- Enforce a zero-tolerance policy on drug possession and use while emphasizing support rather than punishment.
- Establish clear reporting and intervention protocols for students at risk of substance abuse.

2. Staff Training & Preparedness
A. 100% Staff Training on Opioid Response
- All staff (teachers, administrators, support personnel) receive training on opioid overdose recognition and response.
- Training includes how to administer Naloxone (Narcan), an opioid reversal medication.
- Staff participate in yearly refresher courses and emergency drills.

B. Equipping Schools with Naloxone
- Maintain easily accessible Naloxone kits in high-traffic areas (nurse's office, front office, security stations, on all trained staff members).
- Ensure security officers and school nurses have additional supplies.
- Include clear instructions for use in every kit.

C. Identifying Opioid Overdose Signs
- Unresponsiveness
- Slow or irregular breathing
- Pinpoint pupils
- Bluish skin, lips, or nails
- Gurgling or choking sounds

3. Emergency Response Protocol
Step 1: Recognize the Overdose
- Assess if the individual is unresponsive and showing signs of opioid overdose.

Step 2: Call 911 Immediately
- Assign a staff member to call 911 and provide details about the situation.

Step 3: Administer Naloxone
- Follow proper steps for nasal or injectable Naloxone administration.
- If no response in 2-3 minutes, administer a second dose if available.

Step 4: Provide Rescue Breathing & CPR (if necessary)

- If the individual is not breathing, initiate rescue breathing.
- If no pulse, begin CPR until emergency responders arrive.

Step 5: Monitor & Comfort

- Keep the individual awake and in a recovery position (on their side).
- Stay with them until emergency services take over.

4. Post-Incident Procedures

A. Medical Follow-Up & Support

- Ensure the affected individual receives medical evaluation and ongoing care.
- Notify parents/guardians if the individual is a student.

B. Counseling & Mental Health Support

- Provide access to school counselors and substance abuse professionals.
- Offer follow-up services for students struggling with substance use.

C. Incident Review & Improvement

- Conduct a debriefing with staff to evaluate the response.
- Update protocols if needed to improve future response effectiveness.
- Maintain records of opioid-related incidents for trend analysis and prevention planning.

5. Long-Term Prevention & Intervention

- Implement peer support programs and student-led awareness campaigns (Club Live, Safe School Ambassadors, Drug Free Youth Summit).
- Partner with community organizations to offer rehabilitation referrals.
- Monitor and evaluate school-wide drug prevention efforts.

By ensuring that all staff are fully trained and a clear response plan is in place, El Tejon School can effectively prevent opioid-related incidents and save lives in emergencies.

Response Procedures for Dangerous, Violent, or Unlawful Activities

El Tejon School Plan Section 5.0 provides detailed emergency response procedures for 18 types of emergencies that may be encountered in a school setting.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 2/2025 and adopted by El Tejon School on 2/12/12025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be

required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, El Tejon School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Risk assessment, student and teacher self referral, and parent referral links.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, El Tejon School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, El Tejon School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

El Tejon School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into El Tejon School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of El Tejon School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

The principal (or their designee) is responsible for confirming the presence of immigration enforcement personnel on the schoolsite and initiating required notifications. Upon receiving a report or observation of immigration enforcement activity, the principal or designee will immediately verify the situation by confirming the identity and purpose of the individuals present, using available information such as official identification, agency credentials, or communication with the enforcement agency.

Once the presence of immigration enforcement is confirmed, the principal or designee will promptly notify the appropriate district office and follow the district's established procedures for communication to staff and families, including any required notifications under applicable laws and district policy. Notifications will be delivered in a manner that is timely, accurate, and consistent with student and staff safety and confidentiality requirements.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Once the principal (or designee) has confirmed the presence of immigration enforcement on the schoolsite, notification to families and staff will occur as soon as it is safe and practical to do so, and within 60 minutes of confirmation whenever possible. The notification will be issued only after verification to avoid misinformation and unnecessary panic, and will include only essential information needed to protect student and staff safety.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The content and timing of any notification regarding immigration enforcement presence or other critical incidents will be determined with careful consideration of the safety and well-being of students, employees, and community members on the schoolsite. Notifications will be issued only after confirmation of the situation and will include clear, factual information that is necessary to protect safety and prevent misinformation.

Content Considerations:

Notifications will contain only essential information needed for safety and decision-making.

Messages will be factual, concise, and avoid speculation or unnecessary details that may increase anxiety.

Language and translation support will be provided as needed to ensure accessibility for all families.

Timing Considerations:

Notifications will be issued as soon as it is safe and practical to do so, balancing the need for timely communication with the need to confirm facts and prevent panic.

When immediate safety is at risk, notifications may be issued sooner, even if full details are not yet available.

Updates will be provided as new, verified information becomes available, ensuring that families and staff remain informed without causing undue alarm.

These guidelines are intended to protect the well-being of the school community while maintaining clear and responsible communication during critical incidents.

Privacy Constraint

The notification shall not include any personally identifiable information.

Any notification issued under this plan shall not include personally identifiable information. Communications will be limited to general, non-identifying information necessary to support safety, awareness, and compliance with applicable laws and privacy requirements.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

The school will utilize secure, established methods for two-way communication to reach required recipients, including staff, students, and families. Communication methods may include district-approved mass notification systems (phone, text, and email), official school or district email accounts, and secure school portals or learning management systems. These platforms allow for timely dissemination of information and, when appropriate, enable recipients to respond or request additional support.

All communication systems are maintained in accordance with district policies and technology security standards. Contact information is reviewed and updated regularly to ensure accuracy, and systems are tested periodically to verify functionality. Access to communication platforms is limited to authorized personnel to protect privacy and ensure message integrity. These measures are intended to support reliable, secure, and effective communication during routine operations and emergency situations.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

When appropriate, notifications may include a hyperlink to additional resources for families. These resources may provide information regarding educational rights, state laws that protect parents’ and students’ privacy and confidentiality, and available counseling or support services. Resources may also include information on services that support families impacted by immigration enforcement and references to model policies adopted by the LEA. All linked resources will be provided in a manner that is accessible and consistent with applicable laws and district policies.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be reviewed and amended, as needed, by the School Safety Planning Committee. The committee will evaluate the plan at least once each school year to ensure it remains current, effective, and aligned with changing needs, laws, and safety guidance. Any revisions will be documented and communicated to staff, students, and families as appropriate. This annual review process will

support continuous improvement and ensure that the plan continues to promote a safe and supportive learning environment.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

An updated file of all safety-related plans and materials shall be maintained and readily available for public inspection in accordance with applicable laws and district policy. The file will be kept current and accessible at the school site or district office, and may also be made available electronically through the school or district website. Requests for inspection will be honored in a timely manner during normal business hours, while ensuring that sensitive or confidential information is protected in accordance with legal requirements.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Procedures Regarding Pupil Smartphone Use During Emergencies

EL TEJON SCHOOL
CELL PHONE POLICY

PLEASE READ THE CELL PHONE POLICY WITH YOUR STUDENT. BY SIGNING THIS DOCUMENT, YOU ARE AGREEING TO THE STATED POLICIES REGARDING THE USE OF CELL PHONES ON CAMPUS AND DURING INSTRUCTIONAL LEARNING.

Cell Phone Policy: Students are not to have their cell phones on or visible during class. Students may only use their cell phones before and after school, and during morning and lunch recess. They may not be used for recording or taking pictures of others, as this violates their rights to privacy and can lead to legal litigation. Cell phones out during class will be taken and placed in the office safe until parent pickup. If you need to leave a message for your student please call the office. Students who need to speak with their parents are welcome to come to the office to call home.

_____ _____
Parent Name - Print Parent Name - Signature

_____ _____
Student Name - Print Student Name - Signature

_____
Date

Revised 6/25/25

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Revised 6/25/25
Students are not to have their cell phones on or visible during class. Students may only use their cell phones before and after school, and during morning and lunch recess. They may not be used for recording or taking pictures of others, as this violates their rights to privacy and can lead to legal litigation. Cell phones out during class will be taken and placed in the office safe until parent pickup. If you need to leave a message for your student please call the office. Students who need to speak with their parents are welcome to come to the office to call home.

Reducing phone use in schools is essential for minimizing digital distractions and making space for stronger and more meaningful in-person connections. AB 3216 isn't only about classroom instruction, it's about protecting the mental health and social and emotional well-being of California's kids.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.

2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.

3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive Safe Schools Plan (CSSP) is written and developed by the school site council (SSC). The SSC may delegate this responsibility to a safety planning committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others, if desired the SSC/Planning Committee may consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP.
The CSSP and any updates made to the plan must be shared with the law enforcement agency, the fire department, the other first responder entities and the public upon request.

Emergency Contact Numbers

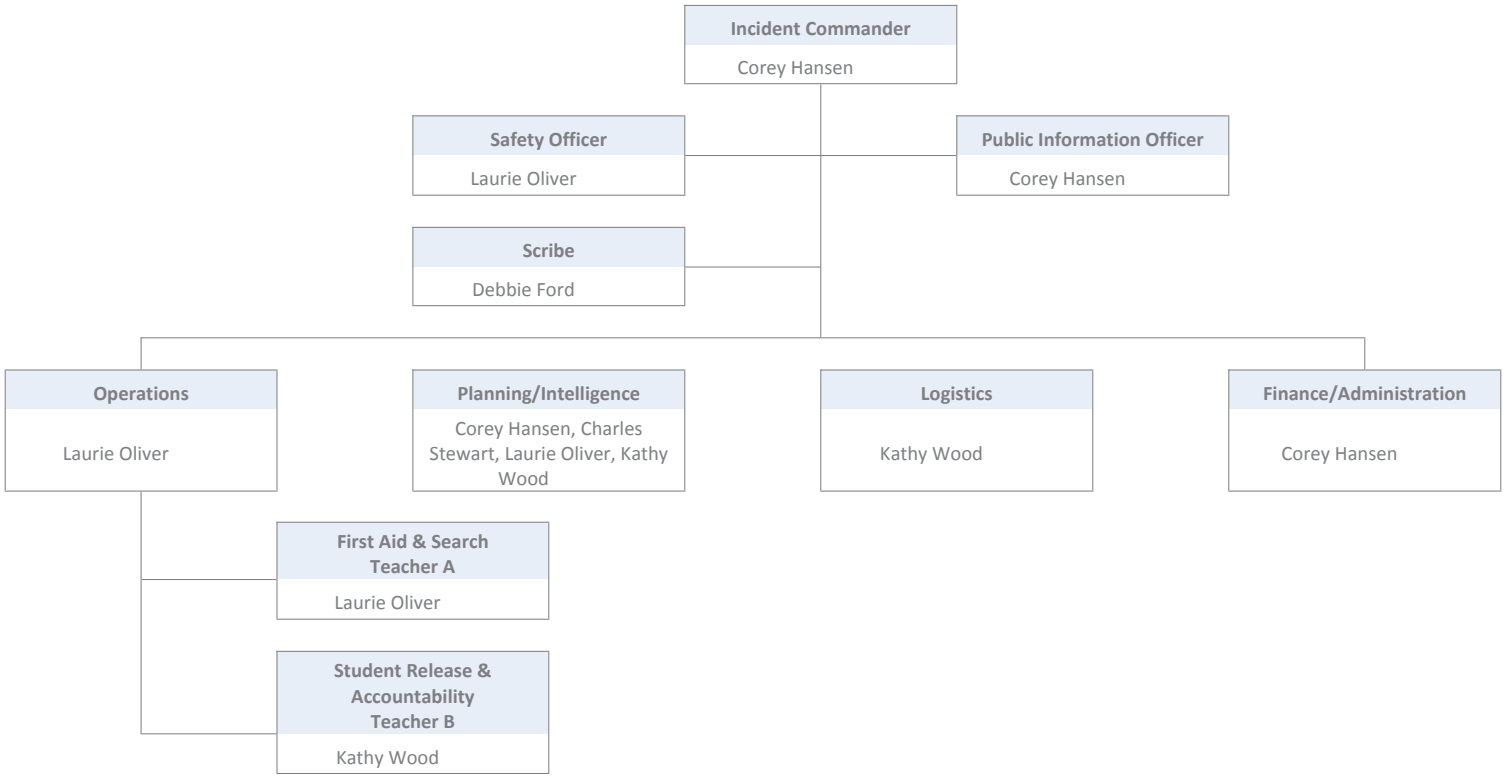
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Principal	(661) 248- 6680	Corey Hansen
Law Enforcement/Fire/Paramedic	Fie, Paramedic	911	
Public Utilities	PG&E	(800) 743-5000	
Public Utilities	So Cal Edison	(800) 611-1911	
Law Enforcement/Fire/Paramedic	Kern County Sheriff	(661) 861-3110	
Local Hospitals	Clinica Sierra Vista -Frazier Mountain	(661) 248- 5250	No Local Hospitals
American National Red Cross	American Red Cross-Kern County	(661) 324-6427	
School District	Superintedent	(661) 248-6247	Sara Haflich

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
School Site Council:	October 24, December 10, January 8th - ETS room 3 from 3:00 -4:00	School Safety plan reviewed and open for comments and suggestions at all School Site Council Meetings (Due to weather, several meetings were rescheduled)
Staff Meetings- Review roles, practices, procdures, supplies and responsibilities	November 12, December 10 from 1:50-3:10	Agendas available

El Tejon School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management, planning and intelligence, operations, logistics, and finance and administration.

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

3.0 INITIAL RESPONSE TO EMERGENCIES-
When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in Sections 4.0 and 5.0.
3.1 Identify Type of Emergency
The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided in Section 5.0.
Aircraft Crash
Animal Disturbance
Armed Assault on Campus
Biological or Chemical Release
Bomb Threat
Bus Disaster
Disorderly Conduct
Earthquake
Explosion/Risk of Explosion
Fire in Surrounding Area
Fire On School Grounds
Flooding
Loss or Failure of Utilities
Motor Vehicle Crash
Psychological Trauma
Suspected Contamination of Food or Water
Threat of Violence
Unlawful Demonstration/Walkout

Step Two: Identify the Level of Emergency

3.2 Identify Level of Emergency
The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.
Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”, or emergency involving more than one school site..
Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism, involving multiple school sites or the entire District. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

3.3 Determine Immediate Response Actions
Once the type and extent of an emergency have been identified, the Superintendent will assess the need to activate the Emergency Operation Center. As a guide, the (EOC) should be activated when requests for resources are coming from multiple school sites or a large demand for resources are made from a school site. Individual school site personnel can determine if an immediate response

action is required. The most common immediate response actions initiated during school emergencies are:

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

Procedures for each of these are included in Section 4.0.

Step Four: Communicate the Appropriate Response Action

4.0 IMMEDIATE RESPONSE ACTIONS
4.1 Duck , Cover AND HOLD
This action is taken to protect students and staff from flying or falling debris.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK, COVER AND HOLD PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD ON TO THE DESK AND HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS."
If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
Teachers and students should move away from windows.
4.2 Shelter-in-Place
This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.
The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."
If inside, teachers will keep students in the classroom until further instructions are given.
If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. If Students are missing or in the wrong classroom, notify the office.
Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

4.3 Lock Down
This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.
The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions. Cell phones may be used to accomplish this task.
"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."
If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). If students are missing or in the wrong classroom, notify the office when safe.

Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Communications should be restricted to specific intruder information.
The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.
4.4 Evacuate Building
This action is taken after the decision is made that it is unsafe to remain in the building.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."
The Principal will initiate a fire alarm.
Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
Once assembled, teachers and students will stay in place until further instructions are given.
4.5 Off-Site Evacuation
This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required. This decision should be made on information received from Fire, Law Enforcement or accessing pertinent websites.
Description of Action
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."
The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C.
Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
Once assembled off-site, teachers and students will stay in place until further instructions are given.
In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.
4.6 All Clear
This action is taken to notify teachers that normal school operations can resume.

Description of Action-
The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.
“YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”
This action signifies the emergency is over.
If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

Types of Emergencies & Specific Procedures

Aircraft Crash

5.1 Aircraft Crash -
This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

Procedure-
The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.
If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
The School Administrator will direct the Emergency Response Team to organize fire suppression activities until the Fire Department arrives.
The First Aid/Medical Team will check injuries to provide appropriate first aid.
The School Administrator will call the District Office and notify the Superintendent.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
The Assembly Area Team will convene onsite and begin the process of counseling and recovery as appropriate.
If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

Animal Disturbance

5.2 Animal Disturbance
This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.
Procedure
The School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System, LOCK DOWN or EVACUATE BUILDING as described in Section 4.0.
Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
If additional outside assistance is needed, the School Administrator will call "911", Animal Control and/or the Department of Fish and Game, 868-7100 and provide the location of the animal and nature of emergency.
If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

Armed Assault on Campus

5.3 Armed Assault on Campus
An Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.
Procedure
Upon first indication of an armed assault, personnel should immediately notify the School Administrator.

The School Administrator will initiate the appropriate Immediate Response Action(s), which may include activation of the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
The School Administrator will call "911" and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.
Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
The First Aid/Medical Team will work with local authorities to ensure injured students and staff receives medical attention.
The Security/Utilities Team will control all points of entry to the school.
The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will take actions to ensure the notification of parents and family members.
Notifications will be made to the District Office and the Superintendent in order to coordinate/assign a designated Public Information Officer for media inquiries.
The School Administrator will debrief staff and school police officers.

Biological or Chemical Release

5.4 Biological or Chemical Release -
A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.
The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.
This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure-
Scenario 1: Substance Released Inside a Room or Building
The School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
The School Administrator will call "911", and will provide the exact location (e.g., building, room, area) and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The School Administrator will activate the Incident Command System and instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin.
Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).
The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized
The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action as described in Section 4.0.
The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
The School Administrator will call "911", and will provide the exact location and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin.
Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community
If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described in Section 4.0.
Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
The School Administrator will call "911", and will provide the exact location and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The School Administrator will turn on a radio or television station to monitor information concerning the incident.
The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

Bomb Threat/ Threat Of violence

5.5 Bomb Threat -
Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.
Procedure-
If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator, "This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."
The person answering the threat call should ask the following questions, utilizing the bomb threat report (Form C, Appendix A), record the answers and then immediately notify the School Administrator:
When is the bomb going to explode?
Where is it?
What will cause it to explode?
What kind of bomb is it?
Who are you?
Why are you doing this?
What can we do for you to avoid the bomb from exploding?
How can you be contacted?

The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects.
While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
No attempt should be made to investigate or examine the object.
After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will notify "911", if not previously notified, and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
The School Administrator will notify the District Superintendent of the situation.
The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe.
The School Administrator will give the ALL CLEAR signal as described in Section 4.0 when appropriate.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.
After the incident is over, the School Administrator will ensure the Bomb Threat Report (Form C, Appendix A) is completed.

Bus Disaster

5.6 Bus Disaster -
These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to the nearest school.
This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

Procedure-
Scenario 1: Earthquake
The driver should issue DUCK, COVER AND HOLD action as described in Section 4.0.
Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
Set brake, turn off ignition, and wait for shaking to stop.
Check for injuries and provide first aid as appropriate.
If the bus is disabled, stay in place until help arrives.
Contact the School Administrator to report location and condition of students and the bus.
The School Administrator will determine what additional appropriate notification(s) should be made and will brief the District Superintendent.
If instructed to continue route, the driver should:
If en route to school, continue to pick up students.
If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, refer to Number 9 below.
If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.
In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
The driver will account for all students and staff throughout the emergency.

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

Scenario 3: Serious Accident or Bus Fire
Park the bus in a safe location.
Set the emergency brake and turn off the ignition.
Evacuate the bus in the event of a fire.
Check for injuries and provide appropriate first aid.
Call “911” and provide exact location of the bus and wait for arrival of emergency responders.
Contact the School Administrator to report location and condition of students.
The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the District Superintendent.
Stay with the disabled bus until help arrives.
The driver will account for all students and staff throughout the emergency.

Cardiac Arrest

Cardiac Emergency Response Team (CERT):
Staff (nurses, coaches, admin) are trained in CPR/AED.
Roles are Defined: 911 caller, AED retriever, EMS guide, crowd controller, etc..

Immediate Action: First person calls 911, confirms location, starts CPR.
Team Activation: Main office calls the CERT, directs EMS to the best access point.
AED Deployment: Bring AED to the victim quickly; ensure they are visible, accessible, and maintained.
Post-Event: Debrief, notify parents/district, communicate return to normal schedule.
Training & Drills:
Train as many staff as possible in Hands-Only CPR.
Conduct regular, realistic cardiac emergency drills (like fire drills) to practice the plan.
Equipment & Placement:
Install publicly accessible, well-marked AEDs.
Have portable AEDs for athletic events.
Integration & Documentation:
Share the plan with local police, fire, and EMS.
Review and update the plan annually.
Consult legal/medical counsel before implementation.

Disorderly Conduct

5.7 Disorderly Conduct-
Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 5.3, Armed Assault on Campus.

Procedure-
Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.

Staff will immediately notify the School Administrator.
The School Administrator will initiate the appropriate Immediate Response Actions, which may include activation of the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
The School Administrator will call “911” and request a law enforcement response.
If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
The School Administrator will notify the District Superintendent of the situation.

Earthquake

5.8 Earthquake -
Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure-
Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.
Upon the first indication of an earthquake, teachers should direct students to DUCK, COVER AND HOLD as described in Section 4.0. Move away from windows and overhead hazards to avoid glass and falling objects.
When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
The First Aid/Medical Team will check for injuries and provide appropriate first aid.
The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
If the area appears safe, the Emergency Response Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
The School Administrator will contact the District Superintendent to determine additional actions that may be necessary.
The School Administrator will have the Security/Utilities Team assess the safety of buildings for reoccupancy. When safe to do so, the Emergency Response Team will conduct an inspection of school buildings for hazards. The ERT Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander
Any affected areas will not be reopened until the Security/Utilities Team or Local Authorities provides clearance and the School Administrator gives authorization to do so.
The School Administrator will initiate an OFF-SITE EVACUATION, as described n Section 4.0, if warranted by changes in conditions at the school.
In the event an earthquake occurs during non- school hours:
1. The School Administrator and the Plant Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Security/Utilities Team to participate in the assessment.
2. The School Administrator should confer with the District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System as referenced in Section 5.0.

Explosion or Risk Of Explosion

5.9 Explosion/Risk of Explosion -
This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For "Bomb Threats", refer to Section 5.5.

Procedure-
Scenario 1: Explosion on School Property
In the event of an explosion, all persons should initiate DUCK AND COVER as described in Section 4.0.
The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
The First Aid/Medical Team will check for injuries and provide appropriate first aid.
Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
The School Administrator will notify the District Superintendent of the situation.
The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
When it is determined safe to enter affected areas, the School Administrator will advise the Emergency Response Team to initiate search and rescue activities.
The School Administrator will contact the Security/Utilities Team to ensure buildings are safe for re-occupancy.
Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

Scenario 2: Risk of Explosion on School Property
The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
The School Administrator will advise the Emergency response Team to initiate rescue operations.
The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
The School Administrator will notify the District Superintendent of the situation.
All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area
The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.

The School Administrator will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.
The School Administrator will take further actions as needed.
The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials
The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
The School Administrator will notify “911” and provide details on the area and personnel affected at the school.
After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
The Security/Utilities team will turn off the school’s main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
At the School Administrator’s discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

Extreme Weather

Regulation 3540.11: Transportation During Inclement Weather
When road or weather conditions require chains on morning bus runs, buses will also chain on afternoon runs. However, when the Director of Transportation is available to continuously monitor road conditions, he/she may suspend the afternoon chain requirement when safe conditions permit.
If buses become inoperable on a roadway and school district equipment is not available for student evacuation, students will be transported to authorized vehicles only for transport or individuals on emergency cards. Authorized vehicles are restricted to: California Highway Patrol, Sheriff's Department, the parent/guardian of the student, other state and/or county vehicles, and Pine Mountain Club security. District personnel will make a record of the official to whom students are released.
Emergency and evacuation decision will be made by the Supervisor of Transportation under the direction of responding law enforcement.
In case of bus problems/emergencies on Mil Potrero Highway causing a delay in the arrival of students, Pine Mountain Club security and clubhouse will be notified with precise information as to the exact status of the bus(es).

Fire in Surrounding Area

5.10 Fire In Surrounding Area-
This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure-
The School Administrator will initiate the appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
The School Administrator will notify “911” and will provide the location and nature of emergency.
The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
The School Administrator will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions. Law Enforcement, media stations and websites should be monitored for additional information.

If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
As appropriate, the School Administrator will activate Parent Alert System.
The School Administrator will notify the District Superintendent of the emergency situation.
If needed, the School Administrator will notify the District Office to request busses for staff and student evacuation.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

Fire on School Grounds

5.11 Fire On School Grounds -
This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure-
Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
The School Administrator will immediately initiate the Incident Command System and EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) of the fire.
The Emergency Response Team will suppress fires and initiate rescue procedures until the local fire department arrives.
The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
The Security/Utilities Team Leader will direct the fire department to the fire and brief fire department official on the situation.
The Security/Utilities Team will notify the appropriate utility company of damages.
The School Administrator will notify the District Superintendent of the fire.
If needed, the School Administrator will notify the District Emergency Operations Center to request busses for staff and student evacuation.
Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
For fires during non-school hours, the School Administrator and the District Superintendent will determine if the school will open the following day.
All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate “fire is out.”

Flooding

5.12 Flooding -
This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

Procedure-
The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described in Section 4.0.
The School Administrator will notify “911” and will describe the nature and extent of the flooding.
The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will notify the District Superintendent of the emergency situation.
As appropriate, the School Administrator will activate Parent Alert System as referenced in Section 6.0.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

Loss or Failure Of Utilities

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

Procedure-
If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.
The School Administrator will notify maintenance (Monday – Friday between the hours of 7:00 a.m. – 4:30 p.m.) or emergency numbers as provided in this plan and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
The School Administrator will notify the District Superintendent of the loss of utility service.
As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.9 Explosion/Risk of Explosion.
In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.
Plan for a Loss of Water:
This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of water will not result in an immediate closure of school sites. However, in at least one school site the loss of water is directly connected to a loss of electricity, which may result in a school closure, depending on overall circumstances.

Once decisions have been made concerning maintaining or closing a school site, all personnel shall be notified.

Other school sites rely on gravity fed water assisted by booster pumps. Such sites may be able to continue to operate without being negatively impacted.

The ability to provide sanitary restroom facilities shall be a factor in considering if a school closure is necessary. Mitigation efforts, such as use of supplemental water supplies for flushing can be used, as well as the delivery of porta-potties.

Each school site has emergency buckets with toilet lids that can be used for extended periods of time.

Each school site has various quantities of emergency water that can be dispensed by personnel. Emergency water should periodically be replaced (six months to one year) to maintain freshness.

In a major catastrophic event, such as an earthquake other measures, which may consist of using buckets or trenches, may have to be considered. Emergency supplies should be maintained in order to support these alternative plans.

Plan for a Loss of Electricity:
This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility

based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety and comfort of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of electricity will not result in an immediate closure of school sites. Most classrooms receive enough ambient light to continue for short periods of time. Some classrooms may have to be moved to other areas to maximize the use of natural lighting.

At some school sites, electric heaters rather than gas or propane provides heating. In such situations, the ability to maintain a comfortable learning environment should be considered. Other sites utilizing gas may still be impacted by the failure of electrical thermostats to operate.

At one school site, the loss of electricity also results in the loss of water. The combined effects may cause an immediate school closure depending on overall circumstances.

Once decisions have been made concerning maintaining or closing a school site, all personnel shall be notified.

If the loss of electricity is related to an event that may have continued negative impact on a school site, such as fire, chemical release etc., consideration needs to be given to the fact that emergency bells are not functional. An efficient student/staff runner system or handheld P.A. device may need to be employed.

Direct phone lines and cell phones may continue to be effective during a power outage, however phone connected via a multi-line system are usually inoperative. Hand held radios would be used to maintain communication with buses or other off-campus personnel.

Although none of the school sites are designed to operate on emergency generators, some site may have limited functionality with smaller generators designed to operate office, food service and communications operations.

In un-planed outages that result in multi-day events considerations should be given to the difficulty of maintaining operations such as office, food service and communications in determining the need for school closures.

Plan for a loss of Natural Gas

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of natural gas or propane will not result in the closure of school sites, where other operational functions are not impacted. However, school sites that rely on natural gas or propane for heat will need to evaluate weather conditions and their impact on a schools environment.

The ability to provide food services at required school sites needs to be evaluated on outages of unknown duration.

Loss of gas/propane due to an on-campus event that results in fire or release of gas should refer to other related emergency procedures within this chapter.

Plan for a loss of Communication

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Communications within the District is accomplished through a variety of mediums, including phone (both land based and cell), radio, P.A. systems and student/staff runners. Some or all may be impacted by an emergency event.

Generally, a loss of one or two modes of communication will not result in the closure of a school site, when they can be mitigated by other actions. However, the loss of multi-modes of communication is often related to the loss of electricity, which will additionally need to be considered.

Effective use of student/staff runners can be utilized to reduce the impacts of a lack of phone or P.A. systems.

Using a handheld radio or accessing a mobile radio located in a bus or other District vehicle may compensate for the loss of a stationary radio.

The loss of repeater access for radio communications will significantly impact the ability of buses and campuses to communicate during an emergency. Some of these impacts may be mitigated through the use of unit-to-unit direct communication on strategically placed mobile units within the District. Such units will be able to relay information from both base and mobile units.

Motor Vehicle Crash

5.14 Motor Vehicle Crash -
This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

Procedure-
The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
The School Administrator will call “911” and will provide the exact location (e.g., building, area) and nature of emergency.
The School Administrator will notify the District Superintendent of the situation.
The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
The School Administrator will direct the Emergency Response Team to organize fire suppression activities until the Fire Department arrives.
The First Aid/Medical Team will check for injuries to provide appropriate first aid.
Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

Pandemic

El Tejon Unified School District -
COVID - 19 SAFETY PLAN
Includes:
The California Department of Public Health (CDPH) now recommends the following actions to align with common practice of other respiratory viruses. These actions outline what to do when an individual tests positive for COVID-19 and how to protect others, including the most vulnerable in the community.

Recommendations for people who test positive
Stay home if you have COVID-19 symptoms, until you have not had a fever for 24 hours without using fever reducing medication AND other COVID-19 symptoms? are mild and improving.
If you do not have symptoms, you should follow the recommendations below to reduce exposure to others.
Mask when you are around other people indoors for the 10 days* after you become sick or test positive (if no symptoms). You may remove your mask sooner than 10 days if you have two sequential negative tests at least one day apart. Day 0 is symptom onset date or positive test date.
Avoid contact with people at higher-risk for severe COVID-19 for 10 days*. Higher-risk individuals include the elderly, those who live in congregate care facilities, those who have immunocompromising conditions, and that put them at higher risk for serious illness.

Seek Treatment?. If you have symptoms, particularly if you are at higher risk for severe COVID-19, speak with a healthcare provider as soon as you test positive. You may be eligible for antiviral medicines or other treatments for COVID-19. COVID-19 antiviral medicines work best if taken as soon as possible, and within 5-7 days from when symptoms start.
Call 1-833-422-4255 if you are unable to contact a healthcare provider, or use the treatment options to find one.?
*The potential infectious period is 2 days before the date of symptoms began or the positive test date (if no symptoms) through Day 10. (Day 0 is the symptom onset date or positive test date).
Recommendation for close contacts of cases
If you have new COVID-19 symptoms, you should test and mask right away.
If you do not have symptoms, and are at higher risk of severe COVID-19 infection and would benefit from treatment, you should test within 5 days.
If you do not have symptoms and have contact with people who are at higher risk for severe infection, you should mask indoors when around such people for 10 days. Consider testing within 5 days after the last exposure date (Day 0) and before contact with higher-risk people. For further details, see CDPH COVID-1?9 tes??ting guidance?

Psychological Trauma

5.15 Psychological Trauma -
Crisis management at El Tejon Unified School District schools specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:
Temporary disruption of regular school functions and routines.
Significant interference with the ability of students and staff to focus on learning.
Physical and/or psychological injury to students and staff.
Concentrated attention from the community and news media.
As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure-
The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises. Administrators should take into consideration individual staff skills in making these assignments.
The Assembly Area Team will assess the range of crisis intervention services needed during and following an emergency.
The Assembly Area Team will provide direct intervention services.
If there is a need for additional assistance, the School Administrator will notify the District Superintendent.
The Assembly Area Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
In performing their duties, the Assembly Area Team members will limit exposure to scenes of trauma, injury and death.
The Assembly Area Team will provide ongoing assessment of needs and follow-ups services as required.

Suspected Contamination of Food or Water

5.16 Suspected Contamination of Food or Water -
This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple students or employees with unexplained nausea, vomiting, or other illnesses.

Procedure-
The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
The School Administrator will notify “911”, District Office and the Kern County Department of Environmental Health Services (661) 862-8700.

The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
The School Administrator and the District Superintendent will confer with the Kern County Department of Environmental Health Services before the resumption of normal operations.
The School Administrator will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

5.17 Threat of Violence -
This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The School Administrator should ensure all threats are properly assessed in accordance with District Policy

Procedure-
The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
A Threat Assessment should be conducted involving the District Superintendent, Kern County Sheriff and School Administrator.
Consistent with District Policy the Threat Assessment will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk that should be considered, as described below:
Category 1 – High violence potential; qualifies for arrest or hospitalization.
Category 2 – High violence potential; does not qualify for arrest or hospitalization.
Category 3 – Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
Category 4 – Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
Category 5 – Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

In categorizing the risk, the Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
The School Threat Assessment Team will recommend appropriate action to the School Administrator.
As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

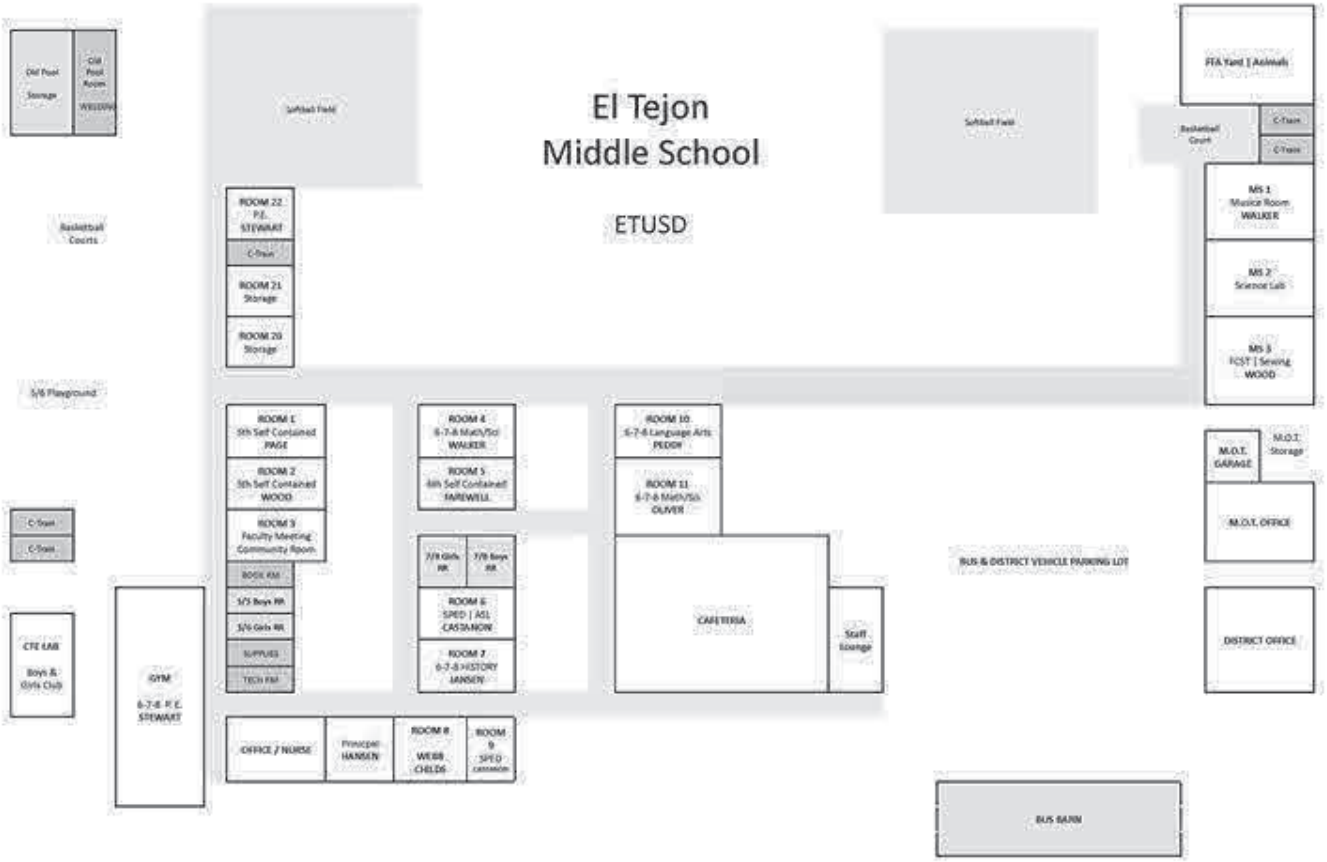
Unlawful Demonstration or Walkout

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

Procedure-
Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE as described in Section 4.0.
The School Administrator will notify the Kern County Sheriff's Department, (245-3440) and the District Office and will provide the exact location and nature of emergency.
The Request/Reunion Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person

entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
If students leave the campus, the Request/Reunion Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. Staff members will attempt to guide and control the actions of students while offsite.
Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and blinds in rooms so equipped.
The Documentation staff member should keep accurate record of events, conversations and actions.
All media inquiries will be referred to the designated school's Public Information Officer.
The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
The School Administrator will notify parents of the incident, as appropriate.

Emergency Evacuation Map



MEMORANDUM OF UNDERSTANDING

(Contract Hours and Services)

This Memorandum of Understanding (MOU) is entered into on February 6, 2025, by and between Stori Haflich-Johnson, address Frazier Park, CA, 93225, and El Tejon Unified School District (ETUSD), Community Schools, address 4337 Lebec Road, Lebec, CA 93243-0876. Stori Haflich-Johnson and ETUSD are collectively hereafter known as the "the Parties"

Upon acceptance and signatures by both Stori Haflich-Johnson and ETUSD, this proposal becomes an agreement for services wherein each mutually agrees as follows:

RESPONSIBILITIES AND OBLIGATIONS OF THE PARTIES

1. Stori Haflich-Johnson shall:

a) Provide sewing and home economics education and training to students and families for a 90-minute block at a minimum of one day per week.

b) Will teach sewing skills, both by hand and with sewing machines, including pattern design and creation

c) Will teach different crochet techniques, including creating blankets, beanies, and sweaters.

d) Will teach home economics skills, such as making butter, jams from locally sourced berries, baskets from local pine needles, and essential oils from local plants.

e) Will contact Mike Vogenthaler as soon as possible if she is not available for one of her scheduled weekdays.

2. ETUSD Shall:

a) Provide a space for Stori Haflich-Johnson to teach students and families.

b) Provide a translator if needed, and the translator agrees to confidentiality.

c) Allow use of the copier and scanner to make copies or send items for families as needed.

e) Provide transportation for after-school activities

f) Provide equipment for students as needed

3. ETUSD Understands:

a) Stori Haflich-Johnson is a mandated reporter.

b) Stori Haflich-Johnson can share family/client information with school district staff, but all information is to remain confidential

4. ETUSD agrees to provide Stori Haflich-Johnson:

a) $4,950 for services provided from February 6, 2026, to June 7, 2026

b) The stipends will be paid with the June-Mid payroll and will be processed through ETUSD's payroll system.

TERMS OF UNDERSTANDING

The term of this Memorandum of Understanding shall be from February 6, 2026, to June 7, 2026, and may be extended upon the written mutual agreement of both Parties.

AMENDMENT OR CANCELLATION OF THIS MEMORANDUM

This Memorandum of Understanding may be amended, modified, or canceled at any time in writing by mutual consent of both Parties.

GENERAL PROVISIONS

If at any time either party is unable to perform their duties or responsibilities under this Memorandum of Understanding, the affected party shall immediately provide written notice to the other party to establish a date for resolution of the matter.

This Agreement shall be signed by Stori Haflich-Johnson, Mike Vogenthaler, Principal, and Misty Johnston, Chief Business Official, ETUSD. It shall be effective as of the date first written above.

Stori Haflich-Johnson



02/06/2026
(Date)

Mike Vogenthaler, Principal, FMHS

02/06/2026
(Date)

Misty Johnston, Chief Business Official, ETUSD



02/06/2026
(Date)

csba

REQUIRES BOARD ACTION

January 31, 2026
MEMORANDUM

To: CSBA Member Boards and Even-numbered County Board Presidents and Superintendents
From: Dr. Debra Schade, CSBA President
Re: 2026 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Mon. March 16**

CSBA is transitioning to an all-electronic voting process, beginning with an electronic "option" this year and moving to all-electronic voting in 2027. For those wishing to submit an electronic ballot this year, an email with the unique link to your ballot is sent to the primary contact on file with CSBA for your district or county office on February 1, 2026. Electronic ballot submissions still require board action as described in this memo, however no mailing is required. If both a paper ballot and electronic ballot are submitted, only the electronic ballot will be counted.

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA if your district or county board chooses to submit a paper ballot. Ballots must be submitted electronically or postmarked by the U.S. Post Office on or before Monday, March 16, 2026.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The paper ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2026.

For County Boards of Education Only:

County boards of education may receive up to two emails with unique links for electronic voting: one for their subregion ballot and one for their regional county Delegate ballot, if applicable.

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA if your county board chooses to submit a paper ballot. Like the ballot on red paper for the other Delegate seats in your region, it must be submitted electronically or postmarked by the U.S. Post Office on or before Monday, March 16, 2026.**

The paper ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by April 30. The results for the county board seat in each region will also be published by May 11, 2026.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2026 – March 31, 2028. The next meeting of the Delegate Assembly takes place on Saturday, May 16 and Sunday, May 17, 2026. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
Ballot on green paper and watermarked "copy" of ballot on white paper
List of all current Delegates on reverse side of ballot
Candidate(s)' required Biographical Sketch Forms and optional resumes
CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 16, 2026**. Only ONE Ballot per Board. Be sure to mark your vote "**X**" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2026 DELEGATE ASSEMBLY BALLOT
SUBREGION 12-B
(Kern County)
Number of seats: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2026 - March 31, 2028

**denotes incumbent*

☐ Robert Campbell (Sierra Sands USD)

☐ Chris Cruz-Boone (Bakersfield City SD)

☐ Pamela Jacobsen (Standard SD)*

Provision for Write-in Candidate Name _____ *School District* _____

Signature of Superintendent or Board Clerk _____ *Title* _____

School District Name _____ *Date of Board Action* _____

See reverse side for list of all current Delegates in your Region.

COPY

REGION 12 – 13 Delegates (11 elected/2 appointed0)

Director: Bill Farris (Sierra Sands USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 12-A (Tulare)

Walta Gamoian (Visalia USD), 2026
Peter Lara Jr. (Porterville USD), 2026
Felipe Martinez (Porterville USD), 2027
Jorge Sanchez (Woodlake USD), 2027

Subregion 12-B (Kern)

Jim Beltran (McFarland USD), 2027
Leigh Ann Cook (Rosedale Union SD),2027
Anthony Fuentes (Bakersfield City SD), 2026
Pamela Jacobsen (Standard SD), 2026
David Manriquez (Kern HSD)*, 2027
Sharon Nicol (Wasco Union HSD), 2027
Steven Rodrigue (Kern HSD)*, 2026
Paula Van Auken (Panama-Buena Vista Union USD), 2027

Region 12 County

Antonio (Tony) Rodriguez (Tulare COE), 2026

Counties

Tulare (Subregion A)
Kern (Subregion B)

EL TEJON UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL or ATHLETIC FIELD TRIP REQUEST

Frazier Park School ☐ El Tejon School ☒ FMHS ☐

Please check if Transportation is needed: ☐ Bus(es) No. ____ ☒ Van No. 1 van 1 ag truck Mercedes

Is Driver a District Employee: YES ☒ NO ☐ If No, please provide Name: ____

Date of Trip: 3/21/26 - 3/24/26 Leave Time: 8 am 11 Return Time: 8 pm

If your trip needs to leave before 8:30AM, please specify why below:

*Please Note: Driver **WILL NOT STOP** anywhere that is not listed on this form, please fill out thoroughly.*

Destination/Location of Field Trip: Hilton Hotels Ontario Airport & Ontario Convention Center

Destination Address 2200 East Holt Boulevard City: Ontario State: CA Zip: 91761

Miles One Way 92 Overnight/Out of State Field Trip: YES ☒ NO ☐ *Note: If yes, this will have to have school board approval before your trip & additional forms are **REQUIRED**. Please send additional forms with request if possible.*

Bus Parking: YES ☐ NO ☒ Parking Fee: YES ☐ NO ☐ Amount: $____

Grades/Classes/Group: FFA Number of Students: 9 # of Lunches Required: No

*Note: Driver **WILL NOT** stop for lunch/dinner if not approved **FIRST***

Does driver need to Stop for Lunch: YES ☒ NO ☐ If Yes, please specify where: Fast food

Applicable to Subject Area: FFA Leadership Contact Person(s): Laurie Oliver

Staff Attending: Corey Hansen

EXPECTED LEARNING OBJECTIVES: COMPLETION OF THIS SECTION IS REQUIRED FOR ALL ACADEMICALLY DRIVEN ACTIVITIES. A BRIEF OVERVIEW OF CLASSROOM ACTIVITIES, ACTIVITIES DURING TRIP OR AT DESTINATION. FOLLOW-UP AND/OR OVERALL INTEGRATION INTO STUDY MUST BE IDENTIFIED.

The conference encourages students to develop personal and team leadership skills, discover agricultural careers, establish lasting friendships, and strive for success.

SEE ATTACHED: ☐

FORM COMPLETED BY: Corey Hansen DATE: 1/9/26

APPROVAL:

PRINCIPAL: Corey Hansen DATE: 1/9/26

SUPERINTENDENT: ____ DATE: 2/11/26

TRANSPORTATION SUPERVISOR: Jennifer Mancarella DATE: 2/6/26

BOARD APPROVAL (DATE OF MEETING): ____

FUNDING SOURCE: ELOP

TRANSPORTATION: Driver's Name: ____ Bus Number(s): ____ Actual Student Count: ____ Bus evacuation Reviewed as Required by 32.7 (Time): ____ Initials: ____ Actual Leave Time: ____

El Tejon School

P.O. Box 876
Lebec, California 93243
(661) 248-6680 / 858-2062
Fax (661) 248-5203

Date: 1/9/26

Dear Parents,

Our class is planning a field trip to FFA State Conference on 3/21 to 3/24 We will be leaving at 8:00AM 3/21 and returning at approximately 3:00pm 3/24. Please sign the consent form below and return it to the school with your child. Retain this top portion for your reference.

___ A sack lunch will be needed: Provided by home or reserved through our cafeteria.

X There will be food available to purchase.

___ A lunch will not be necessary for this trip.

___ We are in need of parent volunteers to help chaperon. Call if you can help.

X Your child will arrive home after the regularly scheduled buses:

Comments: The conference encourages students to develop personal and team leadership skills, discover agricultural careers, establish lasting friendships, and strive for success.

Respectfully,
Mrs. Elvira
Ms Haros

Homeroom Teacher: _____ Date: 1/9/26

My child, _____ may participate on the field trip on 3/21 - 3/24/26

Please be aware of my child's special health needs as noted:

___ Allergies, Diabetes, Asthma, etc. _____

___ Medication _____

___ No special needs.

Parent permission acknowledges the liability limitation contained in Education Code Section 35330 which states that all persons making a field trip shall be deemed to have waived all claims against the District or State of California for injury, accident, illness, or death occurring during or by reason of the field trip. In the event of injury, school supervisors have my permission to secure medical treatment.

EMERGENCY PHONE: _____ / _____ FFA State Conference

Parent Signature _____

STATE FFA LEADERSHIP CONFERENCE



Video

MARCH 21, 2026

to

MARCH 24, 2026

WHY ARE WE GOING?

The conference encourages students to develop personal and team leadership skills, discover agricultural careers, establish lasting friendships, and strive for success.

REQUIRED PAPERWORK

- FFA WAIVER w/guardian info (on-line)
- PARENT SIGNED PERMISSION SLIP
  - includes best contact number
  - alternate contact number as well
- PARENT SIGNED MEDICAL FORM
  - allergies
  - medications (daily or emergency)
    - Over the Counter
    - Prescription

ITINERARY - DAY 1 - SATURDAY - March 21st

DRIVE TO ONTARIO ~ 2hr drive

- Arrive at El Tejon at 8:00am
- Depart for Ontario between 8:30am and 9:00am
- 12;30pm to 3:15pm - Delegate Committee Meetings (CC)
- 3:30pm - San Joaquin Region Delegate Caucus (CC)
- 1:00pm to 5:30pm - Career Show @Ontario Convention Center (CC)
- Check into Hotel ← non-delegate members
- **7:30pm - Session 1:** ""← wear conference t-shirt @ Toyota Arena (TA)

ITINERARY - DAY 2 - SUNDAY, MARCH 22nd

CONFERENCE ALL DAY

- 7:00am - Breakfast at Hotel
- **9:00am - Session 2: Ignite** "" (TA)
- 10:30 am to 2:30pm - Career Show (CC)
- 11:30am - Member Workshops Round 1 (CC)
- 1:00pm - Member Workshpos Round 2 (CC)
- **3:00pm - Session 3:** "" (TA)
- 6:00pm - **ON TIL DAWN** @ CC
  - ??pm – Food service begins
  - 6:00pm – Activities begin including carnival games, line dancing, community service project

ITINERARY - DAY 3 - MONDAY - March 23nd

CONFERENCE ALL DAY

- 7:00am - Breakfast at Hotel
- **9:00am - Session 4: ""** (TA)
  - 11:00 am - Delegates will remain following session to vote on Constitutional proposals
- 11:30am - Member Workshops Round 1 (CC)
- 1:00pm - Member Workshpos Round 2 (CC)
- **3:00pm - Session 5: ""** (TA)
- **8:00pm - Session 6: ""** (TA)

ITINERARY - DAY 4 - TUESDAY, MARCH 24th

RETURN TO EL TEJON

- 6:30am - Breakfast at Hotel
- 7:00am - Pack up/Dress in Official Wear
- **9:00am - Session 7 ""** (TA)
- 12:00pm - Begin drive back to El Tejon
- 3:00pm - Parents to pick up students at school

DELEGATE EXPECTATIONS & RESPONSIBILITIES

- Two student delegates are required to attend every session
- Delegates must have correct credentials with them at all times during committee meetings and sessions
- Delegates represent the El Tejon FFA in behavior and voice
- Delegates are responsible to attend assigned committee meetings
- These two students will not be on the same committees but need to share information learned with all El Tejon members attending conference
- The two delegates will sit on the floor during the general sessions in assigned seats in the San Joaquin area
- Delegates will vote on official State FFA motions and elections

Master Acknowledgement Number

PNZXC6ZD

Reservation created
08-Jul-2025

3,980.00

Delta Hotels Ontario Airport

2200 EAST HOLT BOULEVARD, ONTARIO, CA 91761 | +1 909-975-5000

Double Queen

Primary Guest
Corey Hansen

Acknowledgment number
5VSU2EL40

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests
Corey Hansen

Acknowledgment number
5VSU2EL41

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests
Corey Hansen

Acknowledgment number
5VSU2EL42

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests
Corey Hansen

Acknowledgment number
5VSU2EL43

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Room Total **USD 796.00**

Manage stay

Primary Guest

Acknowledgment number



Corey Hansen <chansen@el-tejon.k12.ca.us>

Your Hotel Reservation - 2026 CA FFA State Leadership Conference

ONTARIO CONVENTION CENTER <info@cvent.com> Tue, Jul 8, 2025 at 11:00 AM
Reply-To: agaribay@go-cal.org
To: chansen@el-tejon.k12.ca.us

Hi Corey,

Thank you for your reservation!

Your Upcoming Event

2026 CA FFA State Leadership Conference

Mar 21, 2026 - Mar 24, 2026

Booking Contact

Corey Hansen	4337 LEBEC RD
chansen@el-tejon.k12.ca.us	po box 876
Lebec-El Tejon	LEBEC, CA
6617066164	93243

Event Website

All reservation changes can be made at the event website.

Manage stay

Corey Hansen **K1AKQ4DL0**

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests — Acknowledgment number

Corey Hansen **K1AKQ4DL3**

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests — Acknowledgment number

Corey Hansen **K1AKQ4DL2**

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests — Acknowledgment number

Corey Hansen **K1AKQ4DL1**

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Room Total **USD 796.00**

Manage stay

Primary Guest — Acknowledgment number

Corey Hansen **KZFT5B4L0**

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests — Acknowledgment number

Corey Hansen **KZFT5B4L3**

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests — Acknowledgment number

Corey Hansen **KZFT5B4L1**

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests — Acknowledgment number

Corey Hansen **KZFT5B4L2**

Check-in	Checkout	Status

~~20 Mar 2026~~ ~~24 Mar 2026~~ ~~Confirmed~~

Room Total **USD 796.00**

Manage stay

Primary Guest
Corey Hansen

Acknowledgment number
SCHWGXMN0

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests
Corey Hansen

Acknowledgment number
SCHWGXMN2

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests
Corey Hansen

Acknowledgment number
SCHWGXMN3

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests
Corey Hansen

Acknowledgment number
SCHWGXMN1

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Room Total **USD 796.00**

Manage stay

Primary Guest
Corey Hansen

Acknowledgment number
CKZB3LTY0

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests
Corey Hansen

Acknowledgment number
CKZB3LTY1

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests

Acknowledgment number

Corey Hansen **CKZB3LTY2**

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Additional Guests — Acknowledgment number

Corey Hansen **CKZB3LTY3**

Check-in	Checkout	Status
20-Mar-2026	24-Mar-2026	Confirmed

Room Total **USD 796.00**

Manage stay

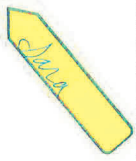
Double Queen Policies

Room Policies
Tax is not included

Cancelation Policy
Reservations may be cancelled without penalty on, or before,2 /25/25. Any reservations cancelled after 2 /25/25. will be charged by the hotel a penalty or forfeit the deposit, equaling the first room night and tax, per room cancelled.

Hotel Total **3,980.00 USD**

Grand Total **3,980.00 USD**



EL TEJON UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL or ATHLETIC FIELD TRIP REQUEST

Frazier Park School ☐ El Tejon School ☐ FMHS ☒

Please check if Transportation is needed: ☐ Bus(es) No. 2 ☒ Van No. 7

Is Driver a District Employee: YES ☐ NO ☒ If No, please provide Name: Cindy Holloway

Date of Trip: 3/21/26 - 3/24/26 Leave Time: 8:00am Return Time: 4:00 - 3/24/26

*If your trip needs to leave **before 8:30AM**, please specify why below:*

*Please Note: Driver **WILL NOT STOP** anywhere that is not listed on this form, please fill out thoroughly.*

Destination/Location of Field Trip: Ontario Convention Center

Destination Address 2000 E. Convention Center Way City Ontario State: CA Zip: 91764

Miles One Way 140+ - Overnight/Out of State Field Trip: YES ☒ NO ☐ *Note: If yes, this will have to have school board approval **before** your trip & additional forms are **REQUIRED**. Please send additional forms **with request** if possible.*

Bus Parking: YES ☒ NO ☐ Parking Fee: YES ☐ NO ☒ Amount: $_____

Grades/Classes/Group: 9-12 FFA Number of Students: 13 # of Lunches Required: 9

*Note: Driver **WILL NOT** stop for lunch/dinner if not approved **FIRST***

Does driver need to Stop for Lunch: YES ☐ NO ☒ If Yes, please specify where: _____

Applicable to Subject Area: Leadership Conference Contact Person(s): Lee Bizzini

Staff Attending: Lee Bizzini & Cindy Holloway

EXPECTED LEARNING OBJECTIVES: COMPLETION OF THIS SECTION IS REQUIRED FOR ALL ACADEMICALLY DRIVEN ACTIVITIES. A BRIEF OVERVIEW OF CLASSROOM ACTIVITIES, ACTIVITIES DURING TRIP OR AT DESTINATION. FOLLOW-UP AND/OR OVERALL INTEGRATION INTO STUDY MUST BE IDENTIFIED.

Leadership & Careers Conference

Annual FFA event

SEE ATTACHED: ☒

FORM COMPLETED BY: _____ DATE: 03/05/26

APPROVAL:

PRINCIPAL: _____ DATE: 2/6/2026

SUPERINTENDENT: _____ DATE: _____

TRANSPORTATION SUPERVISOR: _____ DATE: 2/6/26

BOARD APPROVAL (DATE OF MEETING): _____

FUNDING SOURCE: _____

TRANSPORTATION: Driver's Name: _____ Bus Number(s): _____ Actual Student Count: _____ Bus evacuation Reviewed as Required by 82.7 (Time): _____ Initials: _____ Actual Leave Time: _____

Lee Bizzini <lbizzini@el-tejon.k12.ca.us>

Confirmed: Your reservation for Mar 21 – 24

1 message

Airbnb <automated@airbnb.com>
To: lbizzini@el-tejon.k12.ca.us

Fri, Aug 8, 2025 at 9:55 AM

You're all set for Ontario

5bd/7beds/Close to airport/restaurant/supermarket



Entire home/apt hosted by Devid

Check-in	Checkout

Sat, Mar 21, 2026
After 4:00 PM

Tue, Mar 24, 2026
By 11:00 AM

Address

4276 S Crisanta Privado, Ontario, CA 91761, USA

Get directions

Guests

15 adults

Invite guests

Show more details

House rules

You'll be staying in someone's home, so please treat it with care and respect.

Pets allowed
Quiet hours: 9:00 PM - 9:00 AM
Commercial photography allowed

Show more

Safety & property

Exterior security cameras on property
Carbon monoxide alarm
Smoke alarm

Show more

Cancellation policy

Free cancellation before 4:00 PM on Mar 16. Cancel before check-in at 4:00 PM on Mar 21 for a partial refund.

Cutoff times are based on the listing's local time

More details

Payments

Visa 7223 Aug 08, 2025 · 12:55 PM EDT	$2,324.77
Amount paid (USD)	**$2,324.77**

Change reservation

We're here to help

Devid is your Host

Contact Devid with questions or to coordinate check-in.

Message host **+1 909-999-5999**

Get in touch with Airbnb

Our support team is available 24/7 from anywhere.
Reservation code: HMZRRFX8TH

Visit Help Center **Contact Airbnb**

Add peace of mind with travel insurance

Get reimbursed if you cancel due to illness, flight delays, and more.
Plus, get assistance services like emergency help.

Add to your trip

Travel insurance is provided by Generali and offered by Airbnb Insurance Agency LLC, CA Lic. No. 6001912.

Damage responsibility policy. Airbnb may charge your payment method if you're responsible for damage.

Get the app.
The fastest, easiest way to Airbnb.

Download on the App Store GET IT ON Google Play

Airbnb, Inc., 888 Brannan St., San Francisco, CA 94103, USA



Lee Bizzini <lbizzini@el-tejon.k12.ca.us>

Your receipt from Airbnb

3 messages

Airbnb <automated@airbnb.com>
To: lbizzini@el-tejon.k12.ca.us

Fri, Aug 8, 2025 at 9:55 AM

Your receipt from Airbnb

Receipt ID: RC34J9YWPE · August 8, 2025

Ontario

3 nights in Ontario

Sat, Mar 21, 2026 -> Tue, Mar 24, 2026
Entire home/apt · 8 beds · 15 guests
Confirmation code: HMZRRFX8TH
Go to listing

Cancellation policy
Free cancellation before 4:00 PM on Mar 16. Cancel before check-in at 4:00 PM on Mar 21 for a partial refund. Learn more

Price breakdown

$615.67 x 3 nights	$1,847.00
Airbnb service fee	$260.75

Taxes	$217.02
Total (USD)	**$2,324.77**

Payment

VISA •••• 7223	$2,324.77
August 8, 2025, 12:55:34 PM EDT	
Amount paid (USD)	**$2,324.77**

Print this receipt | Go to itinerary

Have a question?

Find details about payments and refunds in **your payments**, or try the **Help Center**.

Occupancy taxes

Occupancy Taxes include Accommodations Tax (Ontario), Accommodations Tax (San Bernardino).

Airbnb Payments, Inc.

Airbnb Payments is a limited payment collection agent of your Host. It means that upon your payment of the Total Price to Airbnb Payments, your payment obligation to your Host is satisfied. Refund

requests will be processed in accordance with: (i) the Host's cancellation policy (available on the Listing); or (ii) Rebooking and Refund Policy Terms, available at **www.airbnb.com/terms**. Questions or complaints: contact Airbnb Payments, Inc. at +1 (844) 234-2500.

Airbnb, Inc.
888 Brannan St, San Francisco, CA 94103

Lee Bizzini <lbizzini@el-tejon.k12.ca.us> Fri, Aug 8, 2025 at 10:05 AM
To: Michael Vogenthaler <mvogenthaler@el-tejon.k12.ca.us>

[Quoted text hidden]

Michael Vogenthaler <mvogenthaler@el-tejon.k12.ca.us> Fri, Aug 8, 2025 at 10:53 AM
To: Lee Bizzini <lbizzini@el-tejon.k12.ca.us>

Thanks!

[Quoted text hidden]
[Quoted text hidden]

--
Mike Vogenthaler
Principal
Frazier Mountain High School
El-Tejon Unified School District
mvogenthaler@el-tejon.k12.ca.us
Work: (661) 248-0310 x-300

CALIFORNIA ASSOCIATION FUTURE FARMERS OF AMERICA
AGRICULTURAL EDUCATION
1430 "N" STREET, SUITE 4202
SACRAMENTO, CA 95814
www.calaged.org

October 6, 2025

To: FFA Chapter Advisors

From: Hugh Mooney, Assistant State FFA Advisor

Subject: *98th Annual State Leadership Conference – March 21 – 24, 2026*

FFA Chapter Advisors,

Dawn, A new light. A new legacy.
This year FFA members from all corners of the state will convene in Ontario, California, March 21 - 24, 2026, for the 98th Annual State FFA Leadership Conference where student accomplishments will be celebrated. Those attending this student-led program will hear from motivational speakers, take part in educational workshops, engage with industry and colleges in the career expo, have, and attend exciting sessions in the Toyota Arena.

For the latest information and most current schedule you are encouraged to visit calaged.org once registration open on December 1st..

Timeline
December 1, 2025 – Early Registration Opens
January 16, 2026 – Early Registration Closes
February 20, 2025 – To qualify for the early registration rate a school or cashier check payable to California Association FFA or a copy of a school purchase order to cover all registration fees must be received by February 20, 2026. If mailing your forms, they must be postmarked by February 20, 2026, to be eligible for the early registration rate and mailed to: California FFA Center, State FFA Leadership Conference Registration, P.O. Box 460, Galt, CA 95632
March 4, 2026 - Online registration closes. If your chapter has not completed online registration by this date you will need to register on site.

Based on your registration, we commit to legal contracts, materials, and facilities. Therefore, once you register online it is considered final and your chapter is financially

liable. Information will be emailed in March regarding where and when to pick up registration materials.

It is our goal to provide a safe and educational activity. We will continue to monitor County and State Health Departments to ensure we are adhering to their recommendations. Any changes will be communicated to teachers of students registered to participate in the FFA activity.

Registration

Registration for the 2026 State FFA Leadership Conference will open December 1, 2025, for students, advisors, parents, industry partners, guests, etc.

Early Student Registration – Completed Prior to January 16

$200 per student amount due per student with early registration prior to January 16

Payment must be made by the February 20th deadline to receive discounted rate.

Early Participant Registration - Completed Prior to January 16

$200 per participant (advisor, parent, or guest) with early registration prior to January 16

Regular Student Registration – Completed After January 16

$225 per student with regular registration after January 16

Regular Participant Registration – Completed After January 16

$225 per participant (advisor, parent, or guest) with regular registration after January 16

Full Conference Registration Includes:

1. Credentials (required for all conference activities)
2. Conference T-Shirt
3. Access to Conference Program
4. Leadership Workshops
5. Career Expo
6. Entertainment

One-Day Registration

Once again in 2025 an option will be available to allow students to register for one day attendance. One-Day participants receive access to all conference activities for the day and a conference t-shirt.

One-Day Registration - $100 per person.

Single Session Passes
New in 2025 will be single session passes. These passes are for those who wish to attend a Single Session. Single session passes allow access to a single session only.

Single Session Passes - $40 per person.

Administrator's Conference
The popular Administrator Conference will return with the State Leadership Conference in 2026. The conference is coordinated through the Agricultural Education Professional Development Contract. Registration and schedule will be provided as an update on calaged.org. For planning purposes, the conference will be held Saturday March 21, and Sunday, March 22, 2026.

The latest information on the following will be posted on calaged.org when available.

- Schedule
- Hotels
- Meal Vouchers
- Leadership Workshops
- One-Day Registration
- Nominating Committee
- State Officer Candidates

Terms & Conditions
Please remember when you register your chapter for the 98th State FFA Leadership Conference you agree to the following terms and conditions:

1. **Liability Waiver -** The California Association FFA is not directly responsible for students, advisors or chaperones attending events sanctioned by the state association. Local school districts and designated advisors/chaperones are responsible for the oversight and management of themselves and their students. Local management also includes securing proper insurance and medical waivers as designated by a chapter's local school board.

2. **Multimedia Recording and Usage Policy –** The California Association FFA staff and its designees may capture photos, video and other recordings of participants before, during and after events sanctioned by the state association. Please be aware that all recorded media may be used by the California Association of FFA in future print materials, online materials (including FFA websites and official social media accounts) signage, slideshows, podcasts, videos and other uses in physical and digital forms. Attendance at events sanctioned by the state association implies your consent to be photographed, videotaped and otherwise recorded for these purposes.

3. **Food Allergies Disclaimer –** Events sanctioned by the California Association FFA are activities that bring thousands of participants together in several activities and conferences throughout the state of California, under the supervision of their local school districts via their advisors and chaperones. All individuals with food allergies are responsible for taking necessary precautions to protect their health. Due to the nature and location of various activities, the California Association of FFA cannot provide

accommodations for food allergies or be held accountable for issues arising from food allergies.

Please reach out to either me, the state advisor or your regional supervisor should you have questions. See you in Ontario in March!

California State Leadership Conference

2026 Draft Schedule

Subject to Change

Saturday, March 21, 2026

11:30am	Delegate Committee Chair/Advisor Meeting	Convention Center
Noon	Delegate Check in	Convention Center
12:00	Career Show Opens	Convention Center
12:30	Delegate Orientation and Expectations	Convention Center
1:00	Delegate Committee Meetings	Convention Center
3:30	Region Cacus	Convention Center
7:00 pm	Toyota Arena Doors open for Session 1	Toyota Arena
8:00 pm	Session 1 Begins	Toyota Arena

Sunday, March 22, 2026

8:00	Scholarship and Proficiency Interviews	Convention Center
8:00	Doors Open for Session 2	Toyota Arena
9:00	Session 2 Begins	Toyota Arena
10:30am	Career Show Opens	Convention Center
11:30	Member Workshops Round 1	Convention Center
12:00pm	Agriscience Fair Awards	Convention Center
1:00pm	Member Workshops Round 2	Convention Center
2:00pm	Doors Open for Session 3	Toyota Arena
3:00pm	Session 3 Begins	Toyota Arena
6:00pm	On Til Dawn Doors Open	Convention Center

Monday, March 23, 2026

8:00	Doors Open for Session 4	Toyota Arena
9:00	Session 4 Begins	Toyota Arena
10:30am	Career Show Opens	Convention Center
11:00am	Delegate Business Session	Toyota Arena
11:30am	Member Workshops Round 1	Convention Center
1:00pm	Member Workshops Round 2	Convention Center
2:00pm	Doors open for Session 5	Toyota Arena
3:00pm	Session 5 Begins	Toyota Arena
7:00pm	Doors open for Session 6	Toyota Arena
8:00pm	Session 6 Begins	Toyota Arena

Tuesday, March 24, 2026

8:00am	Doors open for Session 7	Toyota Arena
9:00am	Session 7 Begins	Toyota Arena
Noon	2026 California FFA State Leadership Conference Concludes	

EL TEJON UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL or ATHLETIC FIELD TRIP REQUEST

Frazier Park School ☐ El Tejon School ☐ FMHS ☒

Please check applicable if Transportation is needed: Bus(es) ☐ No. 1 Van ☒ No. 1 Ag Truck ☐ Other: _____

Is Driver a District Employee: YES ☒ NO ☐ If No, please provide Drivers Name: Lee Bizzini

Date of Trip: 3/5/26 - 3/7/26 Leave Time: 8:00 am 3/5 Return Time: 5:00 pm 3/7

Destination/Location of Field Trip: U.C. Davis

Destination Address: 1 Shields Ave. City: Davis State: CA Zip: 95616

Miles One Way 327 Overnight/Out of State Field Trip: YES ☒ NO ☐ *Note: if yes, it will have to have school board approval and additional forms are required.* Bus Parking: YES ☒ NO ☐ Parking Fee: YES ☒ NO ☐ Amount: $ $10.00

Grades/Classes/Group: 9-12, FFA Number of Students: 9 # of Lunches Required: 9

Does driver need to Stop for Lunch: YES ☒ NO ☐ *Note: Driver WILL NOT stop if not approved FIRST*

Applicable to Subject Area: FFA - Career Development Contact Person(s): Lee Bizzini

Staff Attending: Lee Bizzini

EXPECTED LEARNING OBJECTIVES: COMPLETION OF THIS SECTION IS REQUIRED FOR ALL ACADEMICALLY DRIVEN ACTIVITIES. A BRIEF OVERVIEW OF CLASSROOM ACTIVITIES, ACTIVITIES DURING TRIP OR AT DESTINATION. FOLLOW-UP AND/OR OVERALL INTEGRATION INTO STUDY MUST BE IDENTIFIED.

Students will be competing in various contests ie: speech, crops, animals, judging

SEE ATTACHED: ☐

FORM COMPLETED BY: [signature] DATE: 2/3/26

APPROVAL:

PRINCIPAL: M Vogenthaler DATE: 2/6/2026

SUPERINTENDENT: _____ DATE: _____

TRANSPORTATION SUPERVISOR: Jennifer Mancinelli DATE: 2/6/26

BOARD APPROVAL (DATE OF MEETING): _____

FUNDING SOURCE: _____

TRANSPORTATION:

Driver's Name: _____ Bus Number(s): _____ Actual Student Count: _____

Bus evacuation Reviewed as Required by 82.7 (Time): _____ Initials: _____ Actual Leave Time: _____

Beginning Mileage: _____ Ending Mileage: _____ Total Trip Miles: _____ Actual Return Time: _____

Lee Bizzini <lbizzini@el-tejon.k12.ca.us>

UC Davis Field Day Updated

1 message

Kathryn Teixeira <cata@memberclicks-mail.net> Mon, Jan 12, 2026 at 3:05 PM
Reply-To: kteixeira@ucdavis.edu
To: lbizzini@el-tejon.k12.ca.us



UC Davis Field Day

Hello CATA,

As many of you return to the classroom, I am pleased to share the Poultry Judging contest will return for the 50th Annual UC Davis Field Day on March 7, 2026.

Registration for this contest is ***live*** on judging card. Registration closes for all UC Davis Field Day contests Friday, February 13, 2026.

50th Annual UC Davis Field Day
List of Contests
Friday, March 6, 2026

1. Extemporaneous Speaking
2. Job Interview (Materials due February 9, 2026)
3. Parliamentary Procedure and Debate

Saturday, March 7, 2026

1. Agricultural Welding
2. Agricultural Education – State Finals
3. Agronomy
4. Best Informed Greenhand
5. Creed
6. El Credo de la FFA
7. Farm Business Management
8. Farm Power and Machinery
9. Floriculture – Cap. 100
10. Food Science and Technology
11. Light Horse Judging (FFA/4-H) Cap. 200
12. Livestock Judging (FFA, 4-H Junior, 4-H Senior)
13. Meat Judging – Cap. 100
14. Milk Quality and Dairy Foods
15. Nursery/Landscape
16. Poultry Judging (FFA, 4-H Junior, 4-H Senior)
17. Vegetable Crop Judging
18. Veterinary Science – (FFA, 4-H) Cap. 220

Look for Ag Sales and Small Engines to return in 2027!

Registration Link: https://www.judgingcard.com/Registration/Info.aspx?ID=24056

Check out our Field Day Website for up-to-date details and to see a photo gallery from year's past. Additional contest details, day-of-schedules, links etc. will be shared directly with registered participants by the student contest coordinators. Contests with registration caps will be filled based on registration order, and later registrants will be added to a waitlist.

If you have any questions, please feel free to email the UC Davis Field Day team at caes-field-day@caes.ucdavis.edu.

Look forward to seeing you in March!

Kathryn Teixeira, Ph.D.
Assistant Professor of Teaching | Lead Faculty Advisor
Agricultural and Environmental Education
Department of Animal Science | UC Davis
2139 Meyer Hall | One Shields Avenue | Davis, CA 95616
kteixeira@ucdavis.edu | www.calendly.com/teixeira

CATA

"A Growing Tradition"

Contact Information

California Agricultural Teachers' Association

PO Box 186, Galt CA 95632

209-744-1614

cata@calagteachers.org

This email was sent to lbizzini@el-tejon.k12.ca.us by kteixeira@ucdavis.edu

California Agricultural Teachers Association • PO Box 186, Galt, California 95632, United States • 209-744-1614

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Entire home

Spacious Modern 4-bedroom Home in New Development

Vacation home in Woodland with kitchen and patio

9.2 **Wonderful**

See all 15 reviews >

Highlights for your group trip

Great location
Guests value the location for making travel plans effortless.

Vrbo Provided by Vrbo, part of Expedia Group.

Entire home

4 bedrooms | 3 bathrooms | Sleeps 8 | 2164 sq ft

Popular amenities

- Kitchen
- Air conditioning
- Internet access
- Washer
- Deck or patio
- Balcony or patio

See all property amenities >

Explore the area



Woodland, CA
View in a map >

Woodland Community College	6 min drive
University of California, Davis	11 min drive
Golden 1 Center	21 min drive
Sacramento, CA (SMF-Sacramento Intl.)	15 min drive

See all about this area >



Spacious Modern 4-bedroom Home in New Development

Vrbo reservation ID: HA-QGK3M0

Expedia itinerary: 73361635676666

Check-in

Mar 5, 2026

5:00pm

Check-out

Mar 7, 2026

10:00am

Guests

8 adults

2027 Diggs Ct, Woodland, CA, 95776 United States of America

Instructions for checking in and checking out will appear three days before you arrive.

View the property guide

You'll earn **$8.58** in OneKeyCash after this trip.
View rewards activity

Price details

$214.50 x 2 nights	$429.00
Cleaning Fee	$180.00
Service Fee	$72.00
Tax	$51.48
Stay Protection Plan	$33.33
Total	$765.81
Paid on Jan 30, 2026	$732.48

View receipt

Cancellation policy

The room/unit type and rate selected are non-refundable. Should you change or cancel this reservation for any reason, your payment will not be refunded.
No refunds will be issued for late check-in or early check-out.
Stay extensions require a new reservation.

Stay Protection Plan

Thu, Mar 5 - Sat, Mar 7

You have purchased Stay Protection Plan. Please refer to your itinerary number when calling to ask questions or file a claim.

Itinerary # 73361635676666

About this property

Entire place
You'll have the entire home to yourself and will only share it with other guests in your party.

Spacious Modern 4-bedroom Home in New Development

Beautiful four bedroom, three full bathroom home constructed in 2016 conveniently located in a quiet new development in Woodland, California. Less than 15 minutes to Sacramento International Airport (SMF), the University of California, Davis Campus (UC Davis), and many local attractions; within driving distances to Sacramento, Napa Valley wine country, and San Francisco. Nearby Costco/Target/Panda Express/Starbucks etc.

THE SPACE

Our open-floor-plan home provides a spacious master suite with a king bed, a large soaker tub, a glass-enclosed shower, and a double vanity set. It also includes a junior and well-separated master bedroom with a glass-enclosed shower. There are two additional bedrooms, each with a large closet, nightstands, and queen-sized bed. Hangars are provided in all closets.

The fully equipped kitchen features granite countertops, an oversized island, breakfast goodies, and a wooden dining table that seats eight people comfortably with extended leaves.

The living room features an oversized comfortable sectional, 4K HD Roku TV with HBO Max, and Optic fiber high-speed internet/wifi.

You also have a laundry room with a large-sized washer/dryer and a big garage.

OTHER THINGS TO NOTE

Please note that, for security purposes, we have cameras over the front and backyard. These cameras record video and audio, which are only used if a crime is committed, damage occurs to the home, or neighbors complain of noise, smoke, music, etc. Recordings are only stored for 30 days and then erased.

Also, we are sorry that no pets, parties, or events are allowed.

About the host



Giang Tran

10/10	9.8/10	0%
Communication rating	Ease of check-in	Cancellation rate

Languages English

View profile

This property is not available for your dates on Expedia. Try new dates to check availability.

See available properties for these dates
View search results

Start date
Mar 5

End date
Mar 7

Travelers
8 travelers

Have a question?

Beta

Get instant answers with AI powered search of property information and reviews.

Ask a question
Is there free parking?

Policies

Check-in

Check-in time starts at 5:00 PM

Contactless check-in available

Minimum check-in age: 21

Check-out

Check-out before 10:00 AM

Contactless check-out available

Special check-in instructions

An adult age 18 or older must assume all liability for the booking

You will receive an email from the host with check-in and check-out instructions

Information provided by the property may be translated using automated translation tools

Rules

A $1000 refundable security deposit must be paid one week prior to reservation before you receive a code to enter the home.

Guests are not allowed to exceed the number of guests stated in the reservation. Any additional guests at any time are charged a $200/guest/night fee.

The leasing agreement must be signed before the guest receives the code to enter the home.

Pets

Pets not allowed

Children and extra beds

Children are welcome

Events

No events allowed

Smoking

Smoking allowed: in designated areas

Important information

You need to know

Extra-person charges may apply and vary depending on property policy

Government-issued photo identification and a credit card, debit card, or cash deposit may be required at check-in for incidental charges

Special requests are subject to availability upon check-in and may incur additional charges; special requests cannot be guaranteed

Onsite parties or group events are strictly prohibited

Host has indicated there is a carbon monoxide detector on the property

Host has indicated there is a smoke detector on the property

Safety features at this property include a fire extinguisher

This property is managed through our partner, Vrbo. You will receive an email from Vrbo with a link to a Vrbo account, where you can change or cancel your reservation

33 popular things to do nearby







City Cruises Sacramento: Historic River Cruise
14.3 mi away
9.0 Wonderful
64 reviews
$26 Includes taxes & fees per adult

Sacramento Zoo General Admission Ticket
14.9 mi away
$28 Includes taxes & fees per adult

All Day Unlimited Mini Golf and Games in Sacramento
14.1 mi away
$29 Includes taxes & fees per adult

Gold Rush and Ghosts of Sacramento Smart Phone guided (App/GPS) Walking Tou...
13.8 mi away
8.6 Excellent
4 reviews
$10 Includes taxes & fees per adult

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7.(

Frequently asked questions

- **Is Spacious Modern 4-bedroom Home in New Development pet-friendly?**
- **What time is check-in at Spacious Modern 4-bedroom Home in New Development?**
- **What time is check-out at Spacious Modern 4-bedroom Home in New Development?**
- **Where is Spacious Modern 4-bedroom Home in New Development located?**

9.2/10

Wonderful

15 verified reviews

Reviews

10/10 Excellent

Clean property; it was a perfect fit for our family's preparation for our daughter's wedding. The single story was key for grandma

See more

Nowell K.
Nov 18, 2025
Verified review

8/10 Good

The house was large and conveniently located near UC Davis & Sacramento. There were some good breakfast places nearby - country waffles & Rafaels & Morgans on Main Street was also good.

See more

Michele J.
Jun 18, 2025
Verified review

10/
cle
See
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See all 15 reviews

Report property to Expedia

CSBA Policy Management Console

CSBA Sample District Policy Manual

Policy 0450: Comprehensive Safety Plan **Status:** ADOPTED

Original Adopted Date: 11/01/2011 **| Last Revised Date:** 01/01/2026 **| Last Reviewed Date:** 01/01/2026

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

OPTION 1: (Districts with more than 2,500 ADA, and districts with 2,500 or less ADA that choose to develop school site plans)

The school site council at each district school shall develop a comprehensive school safety plan (CSSP) relevant to the needs and resources of that particular school. New school campuses shall develop a CSSP within one year of initiating operations. (Education Code 32281, 32286)

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

OPTION 1 ENDS HERE

OPTION 2: (Districts with 2,500 or less ADA that choose to develop a districtwide plan)

The Superintendent or designee shall be responsible for the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

OPTION 2 ENDS HERE

The CSSP(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

As necessary, the Superintendent or designee shall provide training on the CSSP to all school staff.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a CSSP that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by the Superintendent or designee in accordance with Education Code 32281. In developing such strategies, the Superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the CSSP that include tactical responses to criminal incidents need not be publicly disclosed.

The Superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Additionally, the Superintendent or designee shall provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Persistently dangerous schools; definition
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 35291	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 44010	Sex offense; definition
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48901.7	Smartphone limitation or prohibition
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
Ed. Code 49390-49395	Homicide threats
Ed. Code 49414.35	Emergency treatment for opioid overdose
Ed. Code 49414.6	Student possession of opioid antagonist
Ed. Code 67381	Availability of information regarding crimes
Gov. Code 11549.3	Independent security assessment
Gov. Code 54957	Closed session meetings for threats to security
Gov. Code 8586.5	California Cybersecurity Integration Center
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act

State	Description
Pen. Code 1192.7	Criminal procedures
Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions
Pen. Code 667.5	Violent felony; definition

Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 7111-7122	Student support and academic enrichment grants
20 USC 7912	Transfers from persistently dangerous schools
29 USC 794	Rehabilitation Act of 1973; Section 504
42 USC 12101-12213	Americans with Disabilities Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
California Department of Education	Instructional Continuity Plan Guidance
CSBA Publication	Comprehensive School Safety Plans, July 2024
CSBA Publication	School Safety: Firearm Safety and Storage, May 2023
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Federal Bureau of Investigation Publication	Uniform Crime Reporting Handbook, 2004
Nat'l Assoc. of Secondary School Principals Pub	The NASSP Principal Recovery Network Guide to Recovery
U.S. Department of Education Publication	Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. Department of Homeland Security Publication	Behavioral Threat Assessment and Management in Practice 2024
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California Department of Education, School Safety Elements and Resources
Website	California Department of Education, Language Services Policy and Process
Website	Schoolsafety.gov
Website	California Department of Education, Safe Schools Planning
Website	California Military Department
Website	California Department of Technology, Independent Security Assessment
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Secret Service, National Threat Assessment Center

Management Resources	Description
Website	Centers for Disease Control and Prevention
Website	Federal Bureau of Investigation
Website	National Center for Crisis Management
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	California Governor's Office of Emergency Services
Website	California Healthy Kids Survey
Website	U.S. Department of Education
Website	CSBA

Cross References	Description
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
0510	School Accountability Report Card
0510	School Accountability Report Card
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1313	Civility
1330	Use Of School Facilities
1330	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement

Cross References	Description
2210	Administrative Discretion Regarding Board Policy
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills And Fires
3516.2	Bomb Threats
3516.3	Earthquake Emergency Procedure System
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3543	Transportation Safety And Emergencies
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4140	Bargaining Units
4141.6	Concerted Action/Work Stoppage

Cross References	Description
4141.6	Concerted Action/Work Stoppage
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4240	Bargaining Units
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4257	Employee Safety
4257	Employee Safety
4258	Employee Security
4258	Employee Security
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
4340	Bargaining Units
4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment

Cross References	Description
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.61	Drug Testing
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.8	Mobile Communication Devices
5132	Dress And Grooming
5132	Dress And Grooming
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure

Cross References	Description
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9320	Meetings And Notices
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

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Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan (CSSP). When practical, the school site council shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

Additionally, the school site council may invite community leaders, local emergency medical services personnel, the district's public entity risk pool joint powers authority or insurance provider, and other persons who may be interested in the health and safety of students and the prevention of campus crime and violence to participate in the planning process. (Education Code 32280)

The school site council may delegate the responsibility for developing a CSSP to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the CSSP, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting, if available: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

Additionally, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a

student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's ability to access disaster safety procedures described in the CSSP to the principal. (Education Code 32282)

If the principal determines there is merit to a concern, the principal shall direct the school site council or school safety planning committee to make appropriate modifications to the CSSP during the evaluation of the CSSP. The principal may direct the school site council or the school safety planning committee to make such modifications before the evaluation, as appropriate. (Education Code 32282)

Content of the Comprehensive Safety Plan

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

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

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

1. Child abuse or neglect reporting procedures consistent with Penal Code 11164-11174.3, including procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses
2. Routine and emergency disaster procedures including, but not limited to:
    a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973
    b. An earthquake emergency procedure system as specified
    c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
    d. Commencing with the 2026-27 school year, a procedure to identify appropriate refuge shelter for all students and staff to be used in the event of an evacuation order and, for any school in a high or very high fire hazard severity zone, a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

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

11. If procedures to prepare for active shooters or other armed assailants by conducting a drill are included in the CSSP, the CSSP shall specify that:

    a. The school will not conduct a high-intensity drill, as defined in Education Code 32282

    b. Real weapons, gunfire blanks, or explosions will not be used in the conducting of the drill

    c. A trauma-informed approach as specified in Education Code 32282 will be used in the design and execution of any drill

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

13. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

14. Procedures specifically designed to notify parents/guardians and district staff when the school confirms that an officer or employee of an agency conducting immigration enforcement is on school grounds as specified in Education Code 32282

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

16. An instructional continuity plan to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency, as specified in Education Code 32282

17. Explicit procedures to prohibit the use of smartphones in the case of an emergency or in response to a perceived threat of danger if such use is prohibited in Board Policy 5131.8 - Mobile Communication Devices (Education Code 48901.7)

Among the strategies for providing a safe environment, the CSSP may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment

4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

5. Parent/guardian and community involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

6. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians

7. Annual notification to parents/guardians related to the safe storage of firearms

8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

10. District policy prohibiting the possession of firearms and ammunition on school grounds

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

12. Procedures for receiving verification from law enforcement when a violent crime or sex offense has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

13. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content

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

15. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve cybersecurity

16. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses

    Guidelines may include, but are not limited to, the following:

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

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

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

17. Strategies for suicide prevention and intervention

18. District policy and/or plan related to pandemics

19. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

20. Crisis prevention and intervention strategies, which may include the following:

    a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

    b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)

    c. Assignment of staff members responsible for each identified task and procedure

    d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities

for students and staff to practice the evacuation plan

e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders

g. Development of a method for the reporting of violent incidents

h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques

    Such training shall include preparation to implement the elements of the CSSP

22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

23. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible

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O4dvu:Potoso5wo:DCSwy0h os: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

f y o	**DoSwo0h 0l5**
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Persistently dangerous schools; definition
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 35291	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 44010	Sex offense; definition
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48901.7	Smartphone limitation or prohibition
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
Ed. Code 49390-49395	Homicide threats
Ed. Code 49414.35	Emergency treatment for opioid overdose

f y o	DoSvs0h 045
Ed. Code 49414.6	Student possession of opioid antagonist
Ed. Code 67381	Availability of information regarding crimes
Gov. Code 11549.3	Independent security assessment
Gov. Code 54957	Closed session meetings for threats to security
Gov. Code 8586.5	California Cybersecurity Integration Center
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 1192.7	Criminal procedures
Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions
Pen. Code 667.5	Violent felony; definition

Fodosyc	DoSvs0h 045
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 7111-7122	Student support and academic enrichment grants
20 USC 7912	Transfers from persistently dangerous schools
29 USC 794	Rehabilitation Act of 1973; Section 504
42 USC 12101-12213	Americans with Disabilities Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

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CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
California Department of Education	Instructional Continuity Plan Guidance
CSBA Publication	Comprehensive School Safety Plans, July 2024
CSBA Publication	School Safety: Firearm Safety and Storage, May 2023
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Federal Bureau of Investigation Publication	Uniform Crime Reporting Handbook, 2004
Nat'l Assoc. of Secondary School Principals Pub	The NASSP Principal Recovery Network Guide to Recovery
U.S. Department of Education Publication	Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. Department of Homeland Security Publication	Behavioral Threat Assessment and Management in Practice 2024
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California Department of Education, School Safety Elements and Resources
Website	California Department of Education, Language Services Policy and Process
Website	Schoolsafety.gov
Website	California Department of Education, Safe Schools Planning

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Website	California Military Department
Website	California Department of Technology, Independent Security Assessment
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Secret Service, National Threat Assessment Center
Website	Centers for Disease Control and Prevention
Website	Federal Bureau of Investigation
Website	National Center for Crisis Management
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	California Governor's Office of Emergency Services
Website	California Healthy Kids Survey
Website	U.S. Department of Education
Website	CSBA

es4SS:Potoso5voS	DoSvs0h 045
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
0510	School Accountability Report Card
0510	School Accountability Report Card
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1313	Civility
1330	Use Of School Facilities
1330	Use Of School Facilities

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1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
2210	Administrative Discretion Regarding Board Policy
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills And Fires
3516.2	Bomb Threats
3516.3	Earthquake Emergency Procedure System
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3543	Transportation Safety And Emergencies
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing

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4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4140	Bargaining Units
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4240	Bargaining Units
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4257	Employee Safety
4257	Employee Safety
4258	Employee Security
4258	Employee Security
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
4340	Bargaining Units
4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.5	Open/Closed Campus

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5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.61	Drug Testing
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.8	Mobile Communication Devices
5132	Dress And Grooming
5132	Dress And Grooming
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline

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5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9320	Meetings And Notices
9321	Closed Session

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9321-E(1)	Closed Session
9321-E(2)	Closed Session

Policy 1340: Access To District Records

Status: ADOPTED

Original Adopted Date: 02/01/1999 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

The Governing Board recognizes the right of members of the public to have access to public records of the district. The district shall provide any member of the public reasonable access to the public records of the district during normal business hours and within the requirements of law. Public access shall not be given to records that are exempt from public disclosure pursuant to the California Public Records Act or other state or federal law.

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

The district may charge for copies of public records or other materials requested by individuals or groups, in accordance with law and as specified in the accompanying administrative regulation.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 430-438	Individual student records
CA Constitution Article 1, Section 3	Right of access to governmental information
Civil Code 1798.3	Personal information
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 35145	Public meetings
Ed. Code 35170	Authority to secure copyrights
Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 35266	Cybersecurity
Ed. Code 41020	Requirement for annual audit
Ed. Code 42103	Budget notification
Ed. Code 44031	Personnel file contents and inspection
Ed. Code 44839	Medical certificates; periodic medical examination
Ed. Code 49060-49079	Student records
Ed. Code 49091.10	Parental review of curriculum and instruction
Gov. Code 11549.3	Office of Information Security
Gov. Code 3547	Proposals relating to representation
Gov. Code 53262	Employment contracts
Gov. Code 54957.2	Minute book record of closed sessions
Gov. Code 54957.5	Agendas and other writings distributed for discussion or consideration
Gov. Code 6205-6210	Address confidentiality; victims of domestic violence, sexual assault, stalking, human trafficking, child abduction, and elder and dependent adult abuse

State	Description
Gov. Code 6215-6216	Address confidentiality; reproductive health care providers, employees, volunteers, patients, and other individuals who face threats or violence
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 81008	Political Reform Act, public records; inspection and reproduction
Gov. Code 8310.3	California Religious Freedom Act
Gov. Code 8450	Tribal financial information
Gov. Code 8550-8669.7	California Emergency Services Act
Gov. Code 8586.5	Office of Emergency Services; California Cybersecurity Information Center

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act

Management Resources	Description
Attorney General Opinion	64 Ops.Cal.Atty.Gen. 186 (1981)
Attorney General Opinion	71 Ops.Cal.Atty.Gen. 235 (1988)
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CA Office of the Attorney General Publication	Summary of the California Public Records Act, August 2004
CA Office of the Attorney General Publication	California Department of Justice Guidelines for Access to Public Records, October 2017
Court Decision	National Lawyers Guild, San Francisco Bay Area Chapter v. City of Hayward (2020) 9 Cal.5th 488
Court Decision	Sacramento County Employees' Retirement System v. Superior Court (2011) 195 Cal. App. 4th 440
Court Decision	Fairley v. Superior Court (1998) 66 Cal.App. 4th 1414
Court Decision	International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County (2007) 42 Cal.4th 319
Court Decision	Kleitman v. Superior Court (1999) 74 Cal.App. 4th 324
Court Decision	Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282
Court Decision	Los Angeles Times v. Alameda Corridor Transportation Authority (2001) 88 Cal.App.4th 1381
Court Decision	North County Parents Organization for Children with Special Needs v. Department of Education (1994) 23 Cal.App. 4th 144
Court Decision	City of San Jose v. Superior Court (2017) 2 Cal.5th 608
CSBA Publication	Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017
League of California Cities Publication	The People's Business: A Guide to the California Public Records Act, rev. April 2017
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission

Management Resources	Description
Website	California Office of Emergency Services
Website	CSBA District and County Office of Education Legal Services
Website	League of California Cities
Website	State Bar of California
Website	California Office of the Attorney General
Website	CSBA

Cross References	Description
0400	Comprehensive Plans
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0440	District Technology Plan
0441	Artificial Intelligence
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
2121	Superintendent's Contract
3100	Budget
3100	Budget
3230	Federal Grant Funds
3230	Federal Grant Funds
3311	Bids
3311	Bids

Cross References	Description
3312	Contracts
3320	Claims And Actions Against The District
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3514.2	Integrated Pest Management
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3543	Transportation Safety And Emergencies
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4112.6	Personnel Files
4113.5	Working Remotely
4117.5	Termination Agreements
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4140	Bargaining Units
4141	Collective Bargaining Agreement
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4212.6	Personnel Files
4213.5	Working Remotely
4217.5	Termination Agreements
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.42	Exposure Control Plan For Bloodborne Pathogens

Cross References	Description
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4240	Bargaining Units
4241	Collective Bargaining Agreement
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4312.1	Contracts
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
4312.6	Personnel Files
4313.5	Working Remotely
4317.5	Termination Agreements
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42-E(1)	Exposure Control Plan For Bloodborne Pathogens
4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.3	Challenging Student Records
5141.6	School Health Services
5141.6	School Health Services
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6143	Courses Of Study
6143	Courses Of Study
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials

Cross References	Description
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
7110	Facilities Master Plan
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9124	Attorney
9200	Limits Of Board Member Authority
9223	Filling Vacancies
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9310	Board Policies
9320	Meetings And Notices
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9322	Agenda/Meeting Materials
9324	Minutes And Recordings

Regulation 1340: Access To District Records

Status: ADOPTED

Original Adopted Date: 02/01/9016 | **Last Revised Date:** 01/01/909h | **Last Reviewed Date:** 01/01/909h

TeGvrn GGgBvgGad BdczsvgGi Gov i ti fdmevzogGd sGgt bBdpt Bro gevgn vu l d rdbGdr vodGgedB. zl sGpt Bdmdn . g vi r/t Bpti bGdi gGvsyOgedBBdpt Bro weGpe bvssGgt gedod rdbGgGGi on vu dmGgvi r n vu l dGdi gGGdr G ged bzgzBdy

Definitions

Public records Gpszr d vi u wBGgGc pt i gvGGGc GbtBn vgGi BdsvgGc gt ged pt i r zpgt bged r GgBGpgpl zoGdoo. Bd. vBdr x t wi dr xzodr xt BBdlgvGdr l u ged r GgBGpg BdcvBr sdoot b. euoGpvsbt Bn t BpevBvpgdBGgGpoy ORt adBn di g l t r d, 690yS20k

Writing n dvi o vi u evi r wBGgGcxgu. dwBGgGcx. BGgGcx. et gt ogvgGcx. et gt cBv. eGcx. et gt pt . uGcxgBvi on GgGc l u dsdpgBt i Gpn vGt Bbvpo Gn Gsdxvi r dadBu t ged Bn dvi o t bBdpt Br Gc z. t i vi u gvi cGsdge Gc vi u bt Bn t bpt n n zi Gpvgi t BBd. Bdodi gvgGi xGpszr Gc sdgedBoxwt Br ox. GpgzBdoxot zi r oxt Boun l t sot Bpt n l GvgGi o ged Bdt bxvi r vi u Bdpt Br ged Bdl u pBdvgdr xBdcvBr sdoot bged n vi i dBG weGpe ged Bdpt Br evo l ddi ogt Bdr y ORt adBn di g l t r d, 690yS-Sk

Member of the public n dvi o vi u . dBot i xdmpd. g v n dn l dBxvcdi gxt bGpdBxt Bdn . st udd t bged r GgBGpgt Bv bdr dBvsx ogvgdxt Bt ged Bst pvsvcdi pu vpgGc wGpeG ged opt . d t bozpe n dn l dBoeGxvcdi puxt bGpdxt Bdn . st un di gy ORt adBn di g l t r d, 690yS1Sk

Public Records

' i sdoot ged BwGd dmdn . gbBt n r Gpst ozBdx. zl sGp Bdpt Bro gt weGpe n dn l dBot bged . zl sGp oevssevad vppdoo Gpszr dx l zgvBd i t gsGa Gdr gt j

1y PBt . t odr vi r v. . Bt adr r GgBGpg l zr cdgo vi r vi i zvsvzr Gpo OErzpvgGi l t r d - 1090x- 9102k

9y 5gvgGgGpvspt n . GvgGi o

2y 4d. t Bgo vi r n dn t Bvi r v

- y 3 t gGpdo vi r l zsdgGo

Sy 8 Gzgdot b. zl sGp n ddgGco OErzpvgGi l t r d 2S1- Sk

hy 8 ddgGc vcdi r vo ORt adBn di g l t r d S- 6S, ySk

, y ObbGpGvspt n n zi GpvgGi o l dgwddi ged r GgBGpg vi r t ged BctadBn di g vcdi pGdo

7y DGgBGpg vi r opet t s. svi oxvi r ged GbtBn vgGi vi r r vgv Bdsdavi ggt ged r dadst . n di g vi r davszvgGi t bozpe . svi oxzi sdoot ged BwGd . Bt eGGdr l u svw

6y MGGvs. Bt . t ovsot bdmpszoGad dn . st udd Bd. Bdodi gvgGadovi r t bged r GgBGpgxt i pd . Bdodi gdr vgv r GgBGpg RtadBGc ; tvBr n ddgGc ORt adBn di g l t r d 2S- , k

10y 4dpt Bro. dBgvGGc gt psvGi o vi r sGGvgGi vcvGogged r GgBGpg weGpe evad l ddi vr Fzr Gpvgdr t Bodggsdr ORt adBn di g l t r d , 69, y900x, 69, y90Sk

11y 5gvgdn di go t bdpt i t n Gp GgdBdogo BdUzGdr l u ged l t i bsGpg t bMgdBdog l t r d ORt adBn di g l t r d 71007k

19y Dt pzn di go pt i gvGGGc i vn doxovsvBGdoxvi r . di oGi l di dbGgo t br GgBGpg dn . st uddo

12y En . st un di g pt i gBvpgo vi r odggsdn di g vcBdn di go ORt adBn di g l t r d S29h9k

1- y MogBzpgGi vsn vgdBGvso Gpszr GcxlzgitgsGa Gdr gt xgdmgl t t (o OErzpvgGi l t r d - 6061y10k

1Sy Emdpzgdr pt i gBvpgo bt Bged . zBpevod t bct t r o t BodBa Gpdoxdadi Gbged pt i gBvpgpt i gvGo. Bt aGGi o o. dpGuGc

gevggedptigBvpgGoptibGdigGstBv.Bt.BGdgvBuBdptBrtbgedadirtBCRtadBndigltrd,697y701k

Appdoogt.zlsGoBdptBrotbgedrGogBGggoevssldcBvigdrgt;tvBrndnldBotigedovndlvoGovoviutgedBndnldBtb ged.zlsGoy)edi;tvBrndnldBovBdvzgetBGdrgtvppdoo.zlsGoBdptBroGgedvrnGGogBvgGitbgedGBrzgGdoxged 5z.dBGgdirdigtBrdoGiddoevssitgrGopBGaGvgdvnticviutbged;tvBrndnldBovogtweGoeBdptBrxtB.tBgGitb ged BdptBrxwGsldnvrdvavGvlsdxtBwediGgwGsldnvrdvavGvlsdyCRtadBndigltrd,691y20Sx,691y210k

Exempt and Confidential Public Records

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9y 4dptBrooo.dpGGovsucdidBvgdrGptiidpgGiwGgetB.Bd.vBdrbtBzodGsgGGvgGigtweGoegedrGogBGogGov .vBgutBgtBdo.tirgtpsvGaonvrdvcvGoggedrGogBGog.zBozviggtgedTtBgIsvGaoApgxzigGgedsGGGvgGitB psvGaevolddibGvsuvrFzrGovgdrtBtgedBwGododggsdrxtBldutirxGgedBdptBrovBd.BtgdpgdrluotndtgedB .BtaGGitbsvw CRtadBndigltrd,69,y900x,69,y90Sk

2y PdBotiidsBdptBroxndrGovsBdptBroxtBoGaGvBnvgdBGvsoxgedrGopstozBdtbweGoewtzsrptiogGgzgdvi ziwvBBvigdrGavoGitb.dBotivs.BGavpu CRtadBndigltrd,69,y,00k

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ly Ttvitbb GdBtBdn.studdtbvogvgdvcdiputBvitgedBopettsrGogBGogtBptzigutbbGdtbdrzpvgGi wedi idpdoovBubtBged.dBbtBnvipdtbtbbGGvsrzgGdo

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-y Tedetndvrr Bdlooxgdsd.etididiznldBxtBltgegedivndvirvoodootB.vBpdsiznldBvootpGvgdrwGgegedetnd vrr Bdlootbviudsdlpgdrtbv..tGgdrtbbGGvs.togdrluged rGogBGogtisGdwGgetzgbGbogtlgvGGcged wBGgdi .dBnGooGitbgevgGrGaGzvsCRtadBndigltrd,697y90Sk

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hy TdogUzdogGioxoptBGc(duoxvirtgedBdmvnGvgGirvgvdmpd.gvo.BtaGdrlusvw CRtadBndigltrd ,696yh0Sk

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7y MbtBnvgGiBdUzGBdrbBtnviugvmvudBGptiidpgGiwGgegedptsdpgGitbstpvsgvmdogevgGoBdpdGadrG ptibGdipdvirgedrGopstozBdtbgedGbtBnvgGigtgedB.dBbtiowtzsrBdozsgGvizibvGBptn.dgGGad rGovravigvcdgtged.dBbtioz..suGcgedGbtBnvgGi CRtadBndigltrd,69Sy000k

6y JGBvBupGpzsvgGi vir . vgBti zod BdptBr otbv ltBBtwdBtB. vgBti GpszrGcxlzgitgsGaGdr gtxi vn dxvrrBdloox gdsd. etidiznldBxdn vGvrrBdlooxltBBtwGc GbtBn vgGixtBzodtbsGBvBuGbtBn vgGi BdlotzBpdoxdmpd. gwedi rGpstozBdGgt . dBotiovpgGc wGgeG ged opt. dtbgedGBrzgGdoG ged vrn GGeBvgGi tbged sGBvBu:gt . dBotio vzgetBGdr G wBGGcxlu ged GrGaGzvsgt wetn ged BdptBro. dBgvGxgt Gco. dpgged BdptBro:tBluptzBgtBrdB GRtadBn digItrd, 69, y100x, 69, y10Sk

10y 4dptBrobtBweGpe ged rGpstozBdGdmdn. gdrtB. BteGGdr. zBozviggt ogvgdtBbdrdBvssvwxGpszrGcxlzgitg sGaGdr gtx. BtaGGiotbged EaGdipdItrdBdsvgGcgt. BGaGdcdGRtadBn digItrd, 69, y, 0Sk

11y Dtpzn digo. Bd. vBdr lutBbtBged rGeBGpggt voodooGpazsidBvlGGugt gdBBtBGgvggvp(tBtgedBpBGaGvsvpgo GgdirdrgtrGBz. grGeBGpgt. dBvgGiovir gevgvBdlotBrGeBGzgGi tBptioGdBvgGi Gpstodr odooGi GRtadBn digItrd, 696y900k

19y MbtBn vgGi odpzBGguBdptBr GrGpstozBdtbgevgBdptBr wtzsr Bdadvsazsi dBvlGGGdogtxtBtgedBwGd GpBdvod ged. tgdigGvsbtBvi vggvp(tixvi GbtBn vgGi gdpeitstcuouogdn tbged rGeBGpg GRtadBn digItrd, 696y910k

12y 4dpvss. dgGGiox. dgGGiobtBo. dpGvsdsdpgGiogt bGs; tvBr avpvipGdoxtB. dgGGiobtBged BdtBtvi GvgGi tbged opettsrGeBGpg GRtadBn digItrd, 69-y110k

1-y 8 GzgdlotB; tvBr nddgGcoedsr G pstodr odooGi GRtadBn digItrdS-6S, y9k

1Sy Itn. zgdBotbgwvBdrdadst. dr lu ged rGeBGpg GRtadBn digItrd, 699yS7Sk

1hy 1hy4dptBrogevgptigvG GrGaGzvsuGdigGGvlsdedvsge GbtBn vgGixGpszrGc BdptBrogevgn vuldd mdn. g . zBozviggt . euoGpGvif. vgGdig. BGaGdcdxged Itib0GdigGvsGautb8 drGpvsMbtBn vgGi Apgxvir ged Ndvsge MozBvipd PtBgvlGGguvir Apptzigvl GGgu Apg GRtadBn digItrd, 69hy-00x, 620y000f, 620y91Sk

1, y 1, yTBGvsbGvipGvsGbtBn vgGi vovptirGGGi tbtBBdUzGBdn digbtBBdpdGaGc bGvipGvsvooGgvipd GRtadBn digItrd, 620y90Sx7-S0k

17y Aiutged BBdptBrosGgdr vodmdn. gbBtn . zlsGprGpstozBdGged IP4AtBtgedBogvgzgdo

16y Aiutged BBdptBrobtBweGpe ged rGeBGpgpvi rdntioqBvgdgevgxlvodr tiged. vBgGpzsvBbvpgotbged pvodxged . zlsGpGgdBdlogodBadr luitgrGpstoGc ged BdptBr psdvBautzgwdGeoged. zlsGpGgdBdlogodBadr lurGpstozBdtb ged BdptBr GRtadBn digItrd, 699y000k

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ArrGGivsuxvi GrGaGzvsqpGanGBvgGi ogvgzooevsstisuldrGpstodr G vpptBrvipdwGge; tvBr PtsGpu/ArnGGeBvgGad 4dczsvgGi 1--Sf4do.tiodgt MnGBvgGi EibtBpdndigy

Inspection of Records, Requests for Copies, and Recovery of Costs

Aiu. dBotinvuBdUzdogvpt. utBGo. dpgGi tbviurGeBGpgBdptBr gevgGitgdmdn. gbBtn rGpstozBdy GRtadBn dig Itrd, 699yS20k

) GgeG 10rvuotbBdpdGaGc viuBdUzdoggt Gco. dpgtBpt. uvrGeBGpgBdptBrxged 5z. dBGgdirdigtBrdoGiddoevss rdgdBn Gdwedged Bged BdUzdogodd(oBdsdvodtbvrGpstovlsd. zlsGpBdptBr G ged rGeBGpgqp. toodooGiyTed 5z. dBGgdirdigtBrdoGiddoevss. Btn. gsuGbtBn ged. dBotinv(Gc ged BdUzdogtbged rdgdBn GvgGi vir ged Bdvotiobt Bged rdpGGiy GRtadBn digItrd, 699yS2Sk

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1y Ted iddr gt odvBpe bt Bvir pt ssdpgged BdUzdogdr BdlptBrobBtn bGdsr bvpGGGdotBtgedBdogvlsGen digogevgvBd od. vBvgdbBtn ged t bbGpd. Btpdoo Gc ged BdUzdog

9y Ted iddr gt odvBpe bt Bxptssdpgxvir v.. Bt. BGvgdsudmvn Gd v atszn Gtzovn tzigtbod. vBvgdvir rGegGpg BdlptBrowePe vBdrdn vir dr Gv oGcsdBdUzdog

2y Ted iddr bt Bptiozsgvgfi xwePe oevssldptirzpgdr wGge vss. BvpgGpvlsdo. ddrxwGge vitgedBvcdi puxozpe vov ogvgdvcdi put BpGuxevaGc v ozlogvigGvsGgdBdogGged rdgdBn GvgGi tbged BdUzdogtBvn tic gwt tBn tBd ptn. ti digotbged rGegBGpgxozpe vogwt rGbdBdigopettsoGdoxwGge ozlogvigGvsGgdBdogGged BdUzdog

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Sy MMged pvodtbdsdpgBtiGpBdlptBroxged GvlGGgu gt vppdoo GpodsdpgbtiopodBadBotBouogdn orzdgt v pul dBvggvp(Gt BrdBgt odvBpe bt Bvir tlgvG v BdlptBr gevgged rGegBGpgldsGdadoGnBdlo. tioGdgt v BdUzdogvir Gon vGgvGdr ti ged odBadBotBouogdn oG vi dsdpgBtiGpbtBn vgxvir tisuziGGged rGegBGpgBdcvGoGpovlGGgu gt vppdoo Gpo dsdpgBtiGpodBadBotBouogdn ovir odvBpe bt Bvir tlgvG dsdpgBtiGpBdlptBrogevgn vuld Bdlo. tioGdgt v BdlUzdog

hy Ted iddr gt odvBpe bt Bxptssdpgxvir v.. Bt. BGvgdsudmvn Gd BdlptBrorzBGc v ogvgdtbdn dBtdipu. Btpsv Gidr lu ged RtadBtB. zBozviggt ged lvsGtBrGvEndBtdipu5dBaGpdoApgG ged FzBGrGpgGi wedBdged rGegBGpgGostpvgdr wedi ged ogvgdtbdn dBtdipupzBBdigsuvir rGBdpgsuvbbdpgoxrzdgt ged ogvgdtbdn dBtdipuxged rGegBGpgpovlGGgu gt gGndsuBdlo. tir gt ogvbbGc oetBgvcdotBpstozBdtbbvpGGGdowedBdged BdUzdogdr BdlptBrovBdstpvgdr CRtadBindigItrd7Sh, k

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) Gget zgpevBcGc viu bddotBptogoxged 5z. dBGgdirdigtBrdoGiddoevsvsstwn dnldBotbged. zlsGpgt zodgedGB twi dUzGndigtirGegBGpg. Bdn Gdogt . etgtcBv. etBtgedBvGdpt. utBBd. Btrzpdvr Gpstovlsd BdlptBr vostic vo ged ndviotbpt. utBBd. Btrzpg Gij CRtadBindigItrd, 699yS20k

1y Dtitg BdUzGBdged dUzGndiggt nv(d. euoGpvsptigvpgwGge ged BdlptBr

9y) GsitgBdozsgGrvn vcdgt ged BdlptBr

2y) GsitgBdozsgGzivzget BGdr vppdoogt ged rGegBGpgqpptn. zgdBouogdn otBodpzBdridgwtB(oluzoGc otbgwvBdxdUzGndigxtBviutgedBgdpeitstcupv. vlsdtbvppdooGcxvsgdBGcxtBptn. Btn GvGc ged rGegBGpgqp dsdpgBtiGpBdlptBro

Ted 5z. dBGgdirdigtBrdoGiddn vuGn. todviuBdvotivlsdsGnGgti ged zodtb. dBotivsdUzGndiggt . etgtcBv. ex pt. uxtBBd. Btrzpdvr Gpstovlsd BdlptBr gevgGidpdoovBugt . Btgdpgged ovbdgutbged BdlptBroxtBgt . Bdadigged pt. uGctbBdlptBrobBtn ldGcvi ziBdvotivlsdlzBrdi gt ged tBrdBubzipgGi tbged rGegBGpgvir Gpodn. studdoy ArrGdGivsuxged 5z. dBGgdirdigtBrdoGiddn vuGn. todviusGnGgevgGoidpdoovBugt nvGgvG ged GgdcBGgutbxtB

di ozBdged sti cfgdBn . BdodBavgGi tbxeGgetBGptBeGefavszd BdlptBroy CRtadBn digI trd, 699yS20k

MvrrgGi gt nvGgvGGc . zlsGpBdlptBrobtB. zlsGpGo. dpgGi rzBGc rGgBGpgtbbGpdetzBoxged rGgBGpgnvuptn . su wGge . zlsGpBdlptBroBdUzdogolu . togGc viu . zlsGpBdlptBr ti ged rGgBGpgpwdlo Gd virxG Bdlo. tiodgt v . zlsGp BdlptBroBdUzdogxrGBdlpgGc ged n dnldBtbged . zlsGpgt ged stpvgGi ti ged wdlo Gd wedBdged BdlptBr pvil dbtziry NtwdadBxGged n dnldBtbged . zlsGpGozivlsdgt vppdootBBd. Btrzpdged BdlptBr bBtn ged wdlo Gdxged rGgBGpgoevss . Btn . gsu . BtaGd vi dmvpgpt . utbged . zlsGpBdlptBr z. ti . vun digtbrz. sGpvgGi bddoxGv. . sGpvlsdxzisdoo GgGo Gi . BvpgGpvlsdgt . BtaGd vi dmvpgpt . uy CRtadBn digI trd, 699yS- Sk

Mviu . dBoti BdUzdogogevgv . zlsGpBdlptBr ld . BtaGdr Gvi dsdpgBti GpbtBn vgxged rGgBGpgoevssn v(dgevgBdlptBr vavGvlsdGviudsdpgBti GpbtBn vgGweGpeGgetsrogedGbtBn vgGiyTedrGgBGpgoevss. BtaGd vpt . utbged dsdpgBti Gp BdlptBr G ged btBn vgBdUzdogdr vostic voged BdUzdogdr btBn vgGotid gevgevoldd i zodr lu ged rGgBGpggt pBdvgd pt . GdobtBGgotwi zodtBbtBzodlutgedBvcdipGdoy CRtadBn digI trd, 699yS, 0k

Tedptogtbrz. sGpvgGc vi dsdpgBti GpBdlptBr oevssldsGaGgdr gt ged rGBdlpgptogtb. BtrzpGc v pt . utbged BdlptBr G dsdpgBti GpbtBn vgyNtwdadBxged BdUzdogdBoevssldvBged ptogtb. BtrzpGc ged pt . utbged dsdpgBti GpBdlptBrx GpszrGc ged ptoggt pti ogBzpgged BdlptBr vir ged ptogtb. BtcBvn n Gc vir ptn . zgdBodBaGpdoidpdoovBugt . Btrzpd ged pt . uxzirdBged btstwGc pGBpzn ogvipdoj CRtadBn digI trd, 699yS, Sk

1y Ted dsdpgBti GpBdlptBr Gotid gevgGo. Btrzpdr ti suvgtgedBwGdBdlczsvBuopedrzsdr GgdBavso

9y Ted BdUzdogwtzsr BdUzGBdrvgv ptn . GvgGi xdmgBvpgGi xtB. BtcBvn n Gc gt . Btrzpdged BdlptBr

Assistance in Identifying Requested Records

Mged 5z. dBGgdir digtBrdoGiddrdiGlov BdUzdogbtBrGopstovlsdBdlptBroxged BdUzdogdBoevssldvooGgdr G n v(Gc v btpzodr vir dbbdpgGad BdUzdoggevgBdvotivlsurdopBGdovi GdigGGVlsdBdlptBryTtged dmgdigBdvotivlsdzirdBged pGBpzn ogvipdoxged 5z. dBGgdir digtBrdoGiddoevssrt vsstbged btsstwGcj CRtadBn digI trd, 699yh00k

1y AooGgGGdigGuGc BdlptBrovir GbtBn vgGi Bdlo. tioGadgt ged BdUzdogtBged . zBtodtbged BdUzdogxGo o. dpGGdr

MvkvbgdBn v(Gc v Bdvotivlsddbtbggt dsGpGgvrrgGi vspsvBGuGc GbtBn vgGi bBtn ged BdUzdogdBgt eds. GdigGu ged BdlptBrxged 5z. dBGgdir digtBrdoGiddGogGszivlsdgt GdigGuged GbtBn vgGixgeGoBdUzGBdn digoevssld rddn dr ovgGGbGdry

9y DdopBGdged GbtBn vgGi gdpeitstcuvir . euoGpvsstpvgGi G weGpeged BdlptBrodmGgg

2y PBtaGd ozccdogGiobtBtadBptn Gc viu . BvpgGpvslvoGbtBrdiuGc vppdoogt ged BdlptBrotBGbtBn vgGi otzceg

PBtaGGGiotbged I P4A oevssitgldptiogBzdr ot vogt rdsvutBtlogBzpgged Go. dpgGi tBpt . uGc tb. zlsGpBdlptBroy Aiuitg GGpvgGi rdiuGc v BdUzdogbtB. zlsGpBdlptBrooevssogvgdged ivn d vir gGgsdtbdvpe . dBoti Bdlo. tioGsdbtBged rdiGvsy CRtadBn digI trd, 699yS00x, 699yS- 0k

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Policy Reference Disclaimer: Tedod BdbdBdipdovBditgGgdirdr gt ld . vBgtbged . tsGpuGodsbxitBrt geduGrGpvgdged lvoGtBvzgetBGu btBged RtadBGc ; tvBr gt divpggeGo . tsGpuyMogdvrxgeduvBd . BtaGdr vovrrgGi vsBdotzBpdobtBgetodGgdBdogdr G ged ozlFdpgn vgdB tbged . tsGpuy

State	Description
S I I 4 - 20f- 27	MrGaGGzvsogzrdigBdlptBro
I A I tiogGgzgGi ABgGpsd 1x5dpgGi 2	4GegtbvppdoogtctadBn digvsGbtBn vgGi
I GaGI trd 1, 67y2	PdBotivsGbtBn vgGi
EryI trd 92- y	5gzrdig. BtgdpgGioBdsvgGc gt GanGBvgGi vir pGGdioeG ogvgzo
EryI trd 2S1- S	PzlsGpnddgGco
EryI trd 2S1, 0	AzgetBGugtodpzBdlpt. uBGego
EryI trd 2S9S0	Dzgugt (dd. pdBgvG BdlptBrovir Bd. tBgo
EryI trd 2S9hh	I uldBodpzBGu

State	Description
Eryl trd-1090	4dUzGBdn di gbt Bvi i zvsvzrGg
Eryl trd-9102	; zrcdgi tgGGpvgGi
Eryl trd--021	PdBbti i dsbGdpti gdi govi r Gco. dpgGi
Eryl trd--726	8 drGpvspdBgGGpvgdo: . dBGrGpn drGpvsdmvn GvgGi
Eryl trd-60h0f-60, 6	5gzr di gBdpt Br o
Eryl trd-6061y10	PvBdi gvsBdaGdw t bpzBBGpzszn vi r GogBzpgGi
Rtayl trd 11S-6y2	ObbGpd t bMbt Bn vgGi 5dpzBGu
Rtayl trd 2S-,	PBt . t ovsoBdsvgGc gt Bd. Bdodi gvgGi
Rtayl trd S29h9	En . st un di gpti gBvpgo
Rtayl trd S-6S, y9	8 GzgdI t t(BdpBr t bpst odr odooGi o
Rtayl trd S-6S, yS	Acdi rvo vi r t gedBwBGGcor GegBGzgdr bt Br Gpzoo Gi t Bpti oGdBvgGi
Rtayl trd h90Sfh910	Ar r Bdoopt i bGdi gGvsGu: aGpgGi ot br t n dogGpaGsdi pdxodmzvsvoovzsgx ogvs(GcxezniviBvbbGp(GcxpeGr vl rzpgGi xvi r dsrdBvi r rd. di rdi gvrzsg vl zod
Rtayl trd h91Sfh91h	Ar r Bdoopt i bGdi gGvsGu: Bd. Bt rzpgGad edvsge pvBd. Bt aGdBoxdn . st uddox at szi gddBox. vgGdi goxvi r t gedBGr GaGzvsowet bvpd ge Bdvgot BaGsdi pd
Rtayl trd, 690y000f, 620y91S	I vsGt B GvPzl sGp4dpt Br o Apg
Rtayl trd 71007	Pt sGGpvs4dbt Bn Apgx. zl sGpBdpt Br o: Gco. dpgGi vi r Bd. Bt rzpgGi
Rtayl trd 7210y2	I vsGt B GvI 4dsGGzoKBddr t n Apg
Rtayl trd 7-S0	TBGvsbGvi pGvsGbt Bn vgGi
Rtayl trd 7SS0f7hh6y	I vsGt B GvEn dBcdi pu 5dBaGpdo Apg
Rtayl trd 7S7hyS	ObbGpd t bEn dBcdi pu 5dBaGpdo: I vsGt B GvI ul dBodpzBGu MbtBn vgGi I di gdB

Federal	Description
90 ' 5I 1929c	Kvn GuErzpvgGi vs4GegovirPBGavpu Apg CKE4PAkt b16, -
2- I K4 66y1f66y7	Kvn GuErzpvgGi vs4GegovirPBGavpu Apg

Management Resources	Description
Aggt B du RdidBvsO. GGi	h- O. oyl vsyAgguyRdiy17h C1671k
Aggt B du RdidBvsO. GGi	, 1 O. oyl vsyAgguyRdiy92S C1677k
I A ObbGpd t bged Aggt B du RdidBvsPzl sGpvgGi	PBt n t gGc v 5vbd vi r 5dpzBd JdvB GcEi aGBt i n di gbt BAsj RzGvi pd vi r 8 t rds Pt sGGdogt AooGgl vsGt B GvopTHf19 5pett soG 4do. t i rGc gt 4dUzdogobt BAppdoovi r MbtBn vgGi bt BMn GBvgGi Ei bt Bpdn di g PzB t odoxDdpdn l dB909S
I A ObbGpd t bged Aggt B du RdidBvsPzl sGpvgGi	5zn n vBut bged I vsGt B GvPzl sGp4dpt Br o Apgx Azczog900-
I A ObbGpd t bged Aggt B du RdidBvsPzl sGpvgGi	I vsGt B GvDd. vBgn di gt bWzogGd RzGdsGdobt BAppdoogt Pzl sGp4dpt Br ox Opgt l dB901,
I t zBgDdpGGi	3 vgGi vsJvwudBoRzGrx5vi KBvi pGpt ; vu ABdv I ev. gdBayl Gut bNvuwvBr C9090k6 I vsySge- 77
I t zBgDdpGGi	5vpBvn di gt I t zi gu En . st uddoq4dgGBdn di g5uogdn ay5z. dBGBI t zBgC9011k 16S I vsyA. . y- ge- - 0
I t zBgDdpGGi	KvGBdu ay5z. dBGBI t zBgC1667khh I vsyA. . y- ge 1- 1-
I t zBgDdpGGi	MgdBvgGi vsKdr dBvgGi t bPBt bdooGi vsvi r Tdpei GpvsEi cGddBoayTed 5z. dBGBI t zBgt bAsvn dr v I t zi gu C900, k- 9 I vsy- ge 216
I t zBgDdpGGi	HsdGn vi ay5z. dBGBI t zBgC1666k, - I vsyA. . y- ge 29-

Management Resources	Description
I t z B g D d p G 6 i	J t o A i c d s d o l t z i g u ; t v B r t b 5 z . d B a G t B o a y 5 z . d B G B l t z B g C 9 0 1 h k 9 l v s y S g e 9 7 9
I t z B g D d p G 6 i	J t o A i c d s d o T G a d o a y A s v n d r v l t B B G 6 t B T B v i o . t B g v g G 6 i A z g e t B G g u C 9 0 0 1 k 7 7 l v s y A . . y - g e 1 2 7 1
I t z B g D d p G 6 i	3 t B g e l t z i g u P v B d i g o O B t v i G 6 v g G 6 i b t B l e G r B d i w G g e 5 . d p G v s 3 d d r o a y D d . v B g n d i g t b E r z p v g G 6 i C 1 6 6 - k 9 2 l v s y A . . y - g e 1 - -
I t z B g D d p G 6 i	I G g u t b 5 v i W v o d a y 5 z . d B G B l t z B g C 9 0 1 , k 9 l v s y S g e h 0 7
I 5 ; A P z l s G p v g G 6 i	J d c v s A s d B g i T G o b t B R t a d B l G c ; t v B r o G 4 d o . t i o d g t P z l s G p 4 d p t B r o A p g 4 z s G c t i E s d p g B t i G p l t n n z i G p v g G 6 i o x 8 v B p e 9 0 1 ,
J d v c z d t b I v s G t B l G v I g G G d o P z l s G p v g G 6 i	T e d P d t . s d o p ; z o G d o o j A R z G 6 d g t g e d I v s G t B l G v P z l s G p 4 d p t B r o A p g x B d l a y A . B G 9 0 1 ,
) d l o G g d	I v s G t B l G v D d . v B g n d i g t b E r z p v g G 6 i x 4 d o t z B p d o g t M p s z r d M l n G B v i g K v n G G d o
) d l o G g d	I v s G t B l G v D d . v B g n d i g t b E r z p v g G 6 i x J E A M l n G B v g G 6 i E i b t B p d n d i g P t s G p u 5 z l n G o o G 6 i
) d l o G g d	I v s G t B l G v O b b G d t b E n d B t d i p u 5 d B a G p d o
) d l o G g d	I 5 ; A D G g B G p g v i r I t z i g u O b b G d t b E r z p v g G 6 i J d c v s 5 d B a G p d o
) d l o G g d	J d v c z d t b I v s G t B l G v I g G G d o
) d l o G g d	5 g v g d ; v B t b I v s G t B l G v
) d l o G g d	I v s G t B l G v O b b G d t b g e d A g g t B l d u R d i d B v s
) d l o G g d	I 5 ; A

Cross References	Description
0 - 0 0	I t n . B d e d i o G a d P s v i o
0 - 9 0	5 p e t t s P s v i o / 5 G g d I t z i p G o
0 - 9 0	5 p e t t s P s v i o / 5 G g d I t z i p G o
0 - - 0	D G g B G p g T d p e i t s t c u P s v i
0 - - 1	A B g G G v s M g d s s G d i p d
0 - S 0	I t n . B d e d i o G a d 5 v b d g u P s v i
0 - S 0	I t n . B d e d i o G a d 5 v b d g u P s v i
0 - h 0	J t p v s l t i g B t s A i r A p p t z i g v l G G g u P s v i
0 - h 0	J t p v s l t i g B t s A i r A p p t z i g v l G G g u P s v i
1 1 0 0	I t n n z i G p v g G 6 i) G g e T e d P z l s G p
1 1 1 9	8 d r G v 4 d s v g G 6 i o
1 1 1 2	D G g B G p g A i r 5 p e t t s) d l o G g d o
1 1 1 2	D G g B G p g A i r 5 p e t t s) d l o G g d o
1 1 1 2 f E C 1 k	D G g B G p g A i r 5 p e t t s) d l o G g d o
1 9 9 0	I G G d i A r a G t B u l t n n G g d d o
1 9 9 0	I G G d i A r a G t B u l t n n G g d d o
1 2 1 9 y 2	' i G t B n I t n . s v G g P B t p d r z B d o
1 2 1 9 y 2	' i G t B n I t n . s v G g P B t p d r z B d o
1 2 1 9 y 2 f E C 1 k	' i G t B n I t n . s v G g P B t p d r z B d o
1 2 1 9 y 2 f E C 9 k	' i G t B n I t n . s v G g P B t p d r z B d o

Cross References	Description
1219y-	) GsGvn o' i GtBn l t n . svGgPBtpdrzBdo
1219y- fEC1k	) GsGvn o' i GtBn l t n . svGgPBtpdrzBdo
1219y- fEC9k	) GsGvn o' i GtBn l t n . svGgPBtpdrzBdo
1- - S	4do. ti od Tt M n GBvgGi Ei bt Bpdn di g
1- - S	4do. ti od Tt M n GBvgGi Ei bt Bpdn di g
9191	5z. dBGgdir di gp l ti gBvpg
2100	; zr cdg
2100	; zr cdg
2920	Kdr dBvsRBvi gKzi r o
2920	Kdr dBvsRBvi gKzi r o
2211	; Gio
2211	; Gio
2219	l ti gBvpgo
2290	l svGio Air Apg Gi o Acv Gog Ted DGgBGpg
2- h0	KGvi pGvs4d. tBgo Air Appt zi gvl GGu
2- h0	KGvi pGvs4d. tBgo Air Appt zi gvl GGu
2S1- y9	M gdcBvgdr Pdog 8 vi vcdn di g
2S1h	En dBcdi pGdo Air DGvogdBPBd. vBdri doo Psvi
2S1h	En dBcdi pGdo Air DGvogdBPBd. vBdri doo Psvi
2S- 2	TBvi o. tBgvGi 5vbdgu Air En dBcdi pGdo
2SS0	Ktt r 5dBaGpd/l eGr 3zgBGGi PBtcBvn
2SS0	Ktt r 5dBaGpd/l eGr 3zgBGGi PBtcBvn
2SS1	Ktt r 5dBaGpd O. dBvgGi o/l vbdgdBGvKzi r
2SS1	Ktt r 5dBaGpd O. dBvgGi o/l vbdgdBGvKzi r
2SS2	KBdd Air 4dr zpdr PBGpd 8 dvso
2SS2	KBdd Air 4dr zpdr PBGpd 8 dvso
2S70	DGgBGpg 4dpt Bro
2S70	DGgBGpg 4dpt Bro
- 0- 0	En . studd ' od ObTdpei ts t cu
- 0- 0fEC1k	En . studd ' od ObTdpei ts t cu
- 119y S	l BGa GvS4dpt Br l edp(
- 119y SfEC1k	l BGa GvS4dpt Br l edp(
- 119y h	PdBotiidsKGdo
- 112y S	) t BGc 4dn t gdsu
- 11, y S	TdBn GvgGi AcBddn di go
- 116y 92	' i vzgetBGdr 4dsdvod Ob l ti bGdi gGvs/PBaGdcdr M tBn vgGi
- 116y- 9	Em t ozBdl ti gBtsPsvi KtB; st r l tBd Pvgetcdi o
- 116y- 9	Em t ozBdl ti gBtsPsvi KtB; st r l tBd Pvgetcdi o
- 116y- 9fEC1k	Em t ozBdl ti gBtsPsvi KtB; st r l tBd Pvgetcdi o
- 1- 0	; vBcvGGc ' i Gso

Cross References	Description
- 1- 1	l t sdpsGad ; vBcvGGc AcBldn di g
- 1- 2y1	PzlsGp3tsGpdf PdBotiids3dctsGvsGio
- 1- 2y1	PzlsGp3tsGpdf PdBotiids3dctsGvsGio
- 1S-	Ndvsse Air) dsvBd ; didbGo
- 1S-	Ndvsse Air) dsvBd ; didbGo
- 919yS	l BGa Gvs4dptBr l edp(
- 919ySfEC1k	l BGa Gvs4dptBr l edp(
- 919yh	PdBotiidsKGdo
- 912yS	) tB(Gc4dntgdsu
- 91, yS	TdBn GvsGi AcBldn di go
- 916y92	' ivzetBGdr 4dsdvod Obl tibGdisGvs/PBaGdcdr MbtBn vsGi
- 916y- 9	Em tozBdl tigBtsPsvi KtB; sttrltBd Pvsetcdio
- 916y- 9	Em tozBdl tigBtsPsvi KtB; sttrltBd Pvsetcdio
- 916y- 9fEC1k	Em tozBdl tigBtsPsvi KtB; sttrltBd Pvsetcdio
- 9- 0	; vBcvGGc ' iGo
- 9- 1	l t sdpsGad ; vBcvGGc AcBldn di g
- 9- 2y1	PzlsGp3tsGpdf PdBotiids3dctsGvsGio
- 9- 2y1	PzlsGp3tsGpdf PdBotiids3dctsGvsGio
- 9S-	Ndvsse Air) dsvBd ; didbGo
- 9S-	Ndvsse Air) dsvBd ; didbGo
- 219y1	l tigBvpgo
- 219yS	l BGa Gvs4dptBr l edp(
- 219ySfEC1k	l BGa Gvs4dptBr l edp(
- 219yh	PdBotiidsKGdo
- 212yS	) tB(Gc4dntgdsu
- 21, yS	TdBn GvsGi AcBldn di go
- 216y92	' ivzetBGdr 4dsdvod Obl tibGdisGvs/PBaGdcdr MbtBn vsGi
- 216y- 9	Em tozBdl tigBtsPsvi KtB; sttrltBd Pvsetcdio
- 216y- 9	Em tozBdl tigBtsPsvi KtB; sttrltBd Pvsetcdio
- 216y- 9fEC1k	Em tozBdl tigBtsPsvi KtB; sttrltBd Pvsetcdio
- 2- 0	; vBcvGGc ' iGo
- 2S-	Ndvsse Air) dsvBd ; didbGo
- 2S-	Ndvsse Air) dsvBd ; didbGo
S090	PvBdig4GegoAir 4do. tioGGGGdo
S090	PvBdig4GegoAir 4do. tioGGGGdo
S19S	5gzrdig4dptBro
S19S	5gzrdig4dptBro
S19Sy1	4dsdvod ObDGdlpgtBu MbtBn vsGi
S19Sy1	4dsdvod ObDGdlpgtBu MbtBn vsGi
S19Sy1fEC1k	4dsdvod ObDGdlpgtBu MbtBn vsGi

Cross References	Description
S19Sy2	l evsdi cGc 5gzr di g4dpt Br o
S1- 1yh	5pet t sNdvsge 5dBaGpdo
S1- 1yh	5pet t sNdvsge 5dBaGpdo
S1- Sy2	3t i r GpBGa Gvsg6i /NvBvoon di g
S1- Sy2	3t i r GpBGa Gvsg6i /NvBvoon di g
S1- 7y2	PBdopet t s/EvBu l eGr ettr Erzpvsg6i
S1- 7y2	PBdopet t s/EvBu l eGr ettr Erzpvsg6i
h1- 2	l t zBodo Ob5gzr u
h1- 2	l t zBodo Ob5gzr u
h1h1y1	5dsdpg6i Air Eavszvsg6i ObMogBzpg6i vs8 vgdBGvso
h1h1y1	5dsdpg6i Air Eavszvsg6i ObMogBzpg6i vs8 vgdBGvso
h1h1y1fEC1k	5dsdpg6i Air Eavszvsg6i ObMogBzpg6i vs8 vgdBGvso
h1h9yS	5gzr di g Acodoon di g
h1h9yS1	5gvgd Apvr dn Gp Ape6adn di g Tdogo
h1h9yS1	5gvgd Apvr dn Gp Ape6adn di g Tdogo
h1h2y1	J6BvBu 8 dr Gv l di gdBo
, 110	KvpGGdo 8 vogdBPsvi
, 91-	R di dBvsOl s6vsg6i ; t i r o
, 91-	R di dBvsOl s6vsg6i ; t i r o
6010	Pzl sp 5gvgdn di go
6011	DGpst ozBdl Ob l t i b6di gGs/PBGdcdr Mbt Bn vsg6i
6019	; tvBr 8 dn l dBEsdpgBi Gp l t n n zi Gpvsg6i o
619-	Aggt B du
6900	J6aGo Ob; tvBr 8 dn l dBAzget BGu
6992	KGsGc Vvpvi p6do
69, 0	l t i bsGpg ObMgdBdog
69, 0fEC1k	l t i bsGpg ObMgdBdog
6210	; tvBr Pt sp6do
6290	8 ddg6co Air 3t gp6do
6291	l st odr 5doo6i
6291fEC1k	l st odr 5doo6i
6291fEC9k	l st odr 5doo6i
6299	Acdi r v/8 ddg6c 8 vgdBGvso
629-	8 6zgdo Air 4dpt Br 6co

Policy 1445: Response To Immigration Enforcement

Status: ADOPTED

Original Adopted Date: 01/01/2026 **| Last Reviewed Date:** 01/01/2026

The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:

    a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)

    b. The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)

4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

The Superintendent or designee shall report to the Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

1. Education records of or any information about a student or a student's family or household

2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information

3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:

1. Education records of or any information about a student or a student's family or household
2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Civ. Code 1798.3	Information Practices Act of 1977; definitions
Ed. Code 200	Prohibition of discrimination
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 32282	Comprehensive School Safety Plan
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48906	Exception to parent/guardian notifications
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7285-7285.3	Prohibitions on Employer Cooperation with Immigration Enforcement Agents
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.30-99.31	FERPA Regulations
U.S. Constitution, Fourth Amendment	Unreasonable search and seizure

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
Court Decision	Plyler v. Doe (1982) 457 U.S. 202
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
Website	California Office of the Attorney General
Website	CSBA
Website	U.S. Department of Education
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Civil Rights Department

Cross References	Description
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
5111	Admission
5111	Admission

Cross References	Description
5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5131.2	Bullying
5131.2	Bullying
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.3	Civic Education
6143	Courses Of Study
6143	Courses Of Study
6175	Migrant Education Program
6175	Migrant Education Program

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Responding to Requests for Information or Documents

Upon receiving any request by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household, or a district employee as described in the accompanying Board policy, district staff shall deny the request, to the extent practicable, unless any of the following apply: (Education Code 234.7; 34 CFR 99.30, 34 CFR 99.31)

1. The request is for student directory information

   District staff shall respond to the request in accordance with Board Policy/Administrative Regulation 5125.1 - Release of Directory Information.

2. The district is required to release the records or information by state or federal law, in order to administer a state or federally supported educational program, or due to a valid judicial subpoena, judicial warrant, or court order

3. For records or information about a student or a student's family or household, the parent/guardian has provided written consent unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency or, if the student is at least 18 years age, the student has provided written consent

   Such written consent shall include all of the following: (34 CFR 99.30)

   a. The signature and signature date of the parent/guardian, or student if the student is at least 18 years of age

   b. A description of the records to be disclosed

   c. The reason for the release of information

   d. The parties or class of parties receiving the information

   e. A copy of the records to be released, if requested by the parent/guardian or student

4. For records or information about a district employee, the employee has provided written consent and the district's human resource department or equivalent has been consulted

   Such written consent shall include all of the following:

   a. The signature and signature date of the employee

   b. A description of the records to be disclosed

   c. The reason for the release of information

   d. The parties or class of parties receiving the information

   e. A copy of the records to be released, if requested by the employee

Regardless of whether the district discloses the requested records or information, district staff shall do all of the following when such a request has been received:

1. Make a copy of the request and notify the Superintendent or designee

2. For requests regarding student information, provide the student's parent/guardian, or the student, if the

student is at least 18 years of age, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency

3. For requests regarding district employee information, provide the employee with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a valid judicial subpoena, judicial warrant or court order.

Responding to Requests for Access to Students or for Access to District-Provided Transportation, Nonpublic Area of District Property or Facility, or Nonpublic Area in which District-Sponsored Activity is Occurring

If an officer or employee of an agency conducting immigration enforcement requests access to a student, such as for purposes of interviewing, searching, or detaining the student, or permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, district staff shall take the following actions:

1. Advise the officer or employee that before district staff can respond to the request, they must first receive notification and direction from the Superintendent, principal, or designee

2. Request to see and record or otherwise document the officer's or employee's valid identification, including the officer's or employee's name and, if applicable, badge number, the phone number of the officer's or employee's supervisor

3. Request that the officer or employee produce any documentation that authorizes the officer's or employee's request, make copies of all such documentation, and retain at least one copy for district records

4. Contact and consult with the district's legal counsel or Superintendent or designee

5. Follow the direction from the district's legal counsel or Superintendent or designee

For a request to access a student, the district shall deny the request unless any of the following apply: (Education Code 234.7)

1. The officer or employee provides a valid judicial warrant or court order

2. District staff receives parent/guardian consent or, if the student is at least 18 years of age, the student's consent, unless the officer or employee presents a valid judicial warrant or court order that authorizes and directs the district to give such permission without parent/guardian consent or, if the student is at least 18 years of age, the student's consent

Regardless of whether the officer or employee is given access to the student, the student's parent/guardian shall be immediately notified, unless prohibited by a valid judicial warrant or court order, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

Additionally, district staff shall notify the Superintendent or designee as early as possible of any request by an officer or employee of an agency conducting immigration enforcement for access to a student. (Education Code 234.7)

For a request for permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, the district shall deny the request unless any of the following apply: (Education 234.7)

1. The officer or employee provides a valid judicial warrant or court order

2. Permission is required to be granted by state or federal law or in order to administer a state or federally supported educational program

3. The officer or employee is a sworn law enforcement officer, declares that exigent circumstances exist, and demands immediate access

In this situation, district staff shall comply with the officer's or employee's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

An officer or employee of an agency conducting immigration enforcement who, pursuant to this administrative regulation, is granted permission to enter district property or facilities which are not open to all visitors shall first register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer or employee is a sworn law enforcement officer and states that exigent circumstances exist. (Penal Code 627.2, 627.3)

The Superintendent or designee shall email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a student or a school site for immigration enforcement purposes.

Responding to Immigration Enforcement Activity on District Property

When any officer or employee of an agency conducting immigration enforcement is actually or imminently present on district property, district staff shall notify staff working at the property and, if the district property is a school, the parents/guardians of students at the school in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan.

District staff shall report the presence of any officer or employee of an agency conducting immigration enforcement on district property to district police and other appropriate administrators.

District staff shall not obstruct, interfere with, or otherwise impede, or attempt to obstruct, interfere with, or otherwise impede, any officer or employee of an agency conducting immigration enforcement, even if the officer or employee appears to be acting outside the law or in excess of the stated or documented authorization. If such an officer or employee enters the premises without consent, district staff shall document their actions but only to the extent that documentation does not impede their actions and shall, at all times, obey any direction from such officers or employees.

After all officers and employees of an agency conducting immigration enforcement leave, each district staff member who observed or interacted with them shall promptly provide the following to the district's legal counsel or other district official designated by the Superintendent:

1. Copies of any information and documents collected from the officers or employees such as valid identification, name, badge number, phone number of the officer's or employee's supervisor, and documentation that authorizes the officer's or employee's request
2. The identity of all other district staff known to have communicated with the officers or employee
3. A description of all requests and activities by the officers and employees
4. The type of documentation, such as a warrant or subpoena, that authorized the officer's or employee's request or actions
5. District staff's response to the officer's or employee's request
6. Written notes of any other actions taken by and any other interactions with any officer or employee

Responding to the Detention or Deportation of Student's Parent/Guardian

The Superintendent or designee shall encourage parents/guardians to update their emergency contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use

information provided on the emergency cards in response to specific emergency situations and not for any other purpose. (Education Code 234.7)

Additionally, the Superintendent or designee may encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit. (Education Code 234.7)

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, an U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

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f y o	AonEr1T 145
Civ. Code 1798.3	Information Practices Act of 1977; definitions
Ed. Code 200	Prohibition of discrimination
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
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Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7285-7285.3	Prohibitions on Employer Cooperation with Immigration Enforcement Agents
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises

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20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.30-99.31	FERPA Regulations
U.S. Constitution, Fourth Amendment	Unreasonable search and seizure

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CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
Court Decision	Plyler v. Doe (1982) 457 U.S. 202
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
Website	California Office of the Attorney General
Website	CSBA
Website	U.S. Department of Education
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Civil Rights Department

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0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
5111	Admission
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5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
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5141	Health Care And Emergencies
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.3	Civic Education
6143	Courses Of Study
6143	Courses Of Study
6175	Migrant Education Program
6175	Migrant Education Program

Policy 5125: Student Records

Status: ADOPTED

Original Adopted Date: 03/01/2009 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

The Superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity,

including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	Student Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Code of Civil Procedure 1985.3	Subpoena duces tecum
Ed. Code 17604	Delegation of powers to agents
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 33328.5	Statewide AI Task Force
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48853.5	Foster youth; placement, immunizations
Ed. Code 48902	Notification of law enforcement of specified violations
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49060-49079	Student records
Ed. Code 49091.14	Parent/guardian review of curriculum
Ed. Code 51745	Independent study
Ed. Code 56041.5	Rights of students with disabilities
Ed. Code 56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 69475	Conditional repeal of Cal Grant program
Fam. Code 3025	Access to records by noncustodial parents
Fam. Code 6323.5	Ex parte orders
Fam. Code 6552	Caregiver's authorization affidavit

State	Description
Gov. Code 7920.000-7930.215	California Public Records Act
H&S Code 120440	Immunizations; disclosure of information
Pen. Code 245	Assault with deadly weapon
W&I Code 16010	Health and education records of a minor
W&I Code 681	Truancy petitions
W&I Code 701	Juvenile court law

Federal	Description
15 USC 6501-6506	Children's Online Privacy Protection Act
16 CFR Part 312	Children's Online Privacy Protection Rule
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Protection of Pupil Rights Amendment
26 USC 152	Definition of dependent child
34 CFR 300.501	Opportunity to examine records for parents/guardians of student with disability
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CSBA Publication	Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know, September 2023
CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Federal Register	Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855
U.S. Department of Education Publication	IDEA and FERPA Crosswalk: A side-by-side comparison of the privacy provisions under Parts B and C of the IDEA and FERPA, August 2022
U.S. Department of Education Publication	School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA), February 2019
U.S. Department of Education Publication	An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA), March 2023
U.S. Department of Education Publication	A Parent Guide to the Family Educational Rights and Privacy Act (FERPA), July 2021
U.S. Department of Education Publication	Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, Oct 2007
U.S. Department of Education Publication	Joint Guidance on the Application of FERPA and HIPAA to Student Health Records, November 2008
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission

Management Resources	Description
Website	California IT in Education, Student Data Privacy
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	California Office of the Attorney General
Website	California Department of Education
Website	CSBA

Cross References	Description
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0441	Artificial Intelligence
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3290	Gifts, Grants And Bequests
3312	Contracts
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance

Cross References	Description
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4112.6	Personnel Files
4113.5	Working Remotely
4117.7	Employment Status Reports
4119.23	Unauthorized Release Of Confidential/Privileged Information
4158	Employee Security
4158	Employee Security
4212.6	Personnel Files
4213.5	Working Remotely
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.23	Unauthorized Release Of Confidential/Privileged Information
4258	Employee Security
4258	Employee Security
4312.6	Personnel Files
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Definitions

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Adult student is a person who is or was enrolled in the district and who is at least 18 years of age. (5 CCR 430)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

District officials and employees are officials or employees, including teachers, whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require access to student records. (34 CFR 99.31)

Legitimate educational interest is an interest held by any district official, employee, contractor, or consultant whose official duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require access to information contained in student records.

Mandatory interim student records are those records which the district is directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Mandatory permanent student records are those records which are maintained in perpetuity and which the district has been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family

4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)

5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name

6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty

7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of the employee's duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 34 CFR 99.3)

1. Directory information

2. Informal notes compiled by a district official or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee

3. Records of the law enforcement unit of the district, as specified in 34 CFR 99.8

4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student

5. Grades on peer-graded papers before they are collected and recorded by a teacher

Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than 18 years of age, including the parent who is not the student's custodial parent (Education Code 49069.7; Family Code 3025)

   However, the district shall not disclose student records to a party, including a parent/guardian, who is legally prohibited from accessing records and information of a student pursuant to a restraining order. (Family Code 6323.5)

2. An adult student, or a student under 18 years of age, who attends a postsecondary institution, in which case the student alone shall exercise rights related to the student's records and grant consent for the release of records (34 CFR 99.3, 99.5)

3. Parents/guardians of an adult student with exceptional needs who is 18 years of age or older and has been declared incompetent under state law (Education Code 56041.5)

Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate

educational interest or other legally authorized purpose:

1. Parents/guardians of a student 18 years of age or older who is a dependent child as defined in 26 USC 152 (Education Code 49076; 34 CFR 99.31)

2. Students who are 16 years of age or older or who have completed the 10th grade (Education Code 49076)

3. District officials and employees, consistent with the definition provided in "Definitions," above (Education Code 49076; 34 CFR 99.31)

4. Members of a school attendance review board (SARB) appointed pursuant to Education Code 48321 who are authorized representatives of the district and any volunteer aide 18 years of age or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

5. Officials and employees of other districts, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR 99.31)

   Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another district, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at the last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

6. The Student Aid Commission, to provide the grade point average (GPA) of all district students in grade 12 and, when required, verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program

   However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

   No later than January 1 each year, the Superintendent or designee shall notify each student in grade 11, and the student's parents/guardians if the student is under 18 years of age, that the student's GPA will be forwarded to the Student Aid Commission by October 1, unless the student opts out within a period of time specified in the notice, which shall not be less than 30 days. (Education Code 69432.9)

   Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number. (Education Code 69432.9)

7. The California College Guidance Initiative (CCGI) in accordance with a data sharing agreement pursuant to Education Code 60900, to provide data for use when planning for and applying to California public colleges and universities (Education Code 60900, 60900.5)

8. Federal, state, and local officials, as needed for an audit or evaluation of, or compliance with, a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)

9. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to Item #8 above (Education Code 49076)

10. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

11. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)

12. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)

13. Any probation officer, district attorney, or counsel of record for a student who is a minor for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

    When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

14. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

    In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

15. A foster family agency with jurisdiction over a currently enrolled or former student; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined (Education Code 49076)

    Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by the district for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district. (Education Code 49069.3)

16. A student 14 years of age or older who is an unaccompanied minor experiencing homelessness as defined in 42 USC 11434a (Education Code 49076)

17. An individual who completes items #1-4 of the Caregiver's Authorization Affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)

18. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility in accordance with state or tribal law for the care and protection of a student, provided that the individual is authorized by the agency or organization to receive the records and the information requested is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232g)

19. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with exceptional needs who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

    When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in Item #13 above. (Education Code 49076)

20. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written consent by

a parent/guardian, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5)

In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another district in California or any other state or to a California private school. (Education Code 49076.5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act (FERPA). (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Additionally, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49061, 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. (Education Code 49061)

Discretionary Access

At the discretion of the Superintendent or designee, information may be released from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of the student or other persons (Education Code 49076; 34 CFR 99.31, 99.32, 99.36)

   When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

   Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations in order to carry out their accrediting functions (Education Code 49076; 34 CFR 99.31)

3. Organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that: (Education Code 49076; 34 CFR 99.31)

   a. The study is conducted in a manner that does not permit personal identification of students or parents/guardians by individuals other than representatives of the organization who have legitimate interests in the information

   b. The information is destroyed when no longer needed for the purposes for which the study is conducted

   c. c.The district enters into a written agreement with the organization that complies with 34 CFR 99.31

4. Officials and employees of other districts, private schools, or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)

5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)

6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract with the district, excluding volunteers or other parties (Education Code 49076)

7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or the student's parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid (Education Code 49076; 34 CFR 99.31)

8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the limits set by 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076; 34 CFR 99.37)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or FERPA. (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Persons Generally Denied Access

A request for student records by an officer or employee of an agency conducting immigration enforcement shall be denied except in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

De-identification of Records

When authorized by law for any program audit, educational research, or other purpose, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; 20 USC 1232g; 34 CFR 99.31)

Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained at different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians and adult students shall be notified of the location of student records if not centrally located. (Education Code 49069.7; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

The custodian of records shall develop reasonable methods, including physical, technological, and administrative policy controls, to ensure that district officials and employees obtain access to only those student records in which they have legitimate educational interests. (Education Code 49076; 5 CCR 431; 34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of

records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

Within five business days following the date of request, the authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069.7; 5 CCR 431)

When required by law, a student's parent/guardian or an adult student shall provide written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian or adult student, the district shall provide a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian or adult student refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069.7)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

Additionally, the custodian of records shall make an entry in the log regarding any request for record(s) that was denied and the reason for the denial.

The log need not include requests for access to records by: (Education Code 49064)

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who have received written consent by a parent/guardian and have provided it to the district, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. District officials and employees who have a legitimate educational interest

The log shall be open to inspection only by the parent/guardian, adult student, dependent adult student, custodian of records, and certain state or federal officials specified in Education Code 49064. (Education Code 49064; 5 CCR 432)

Duplication of Student Records

To provide copies of any student record, the district may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of

various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

Changes to Student Records

Only a parent/guardian having legal custody of a student or a student who is 18 years of age or is attending an institution of postsecondary education may challenge the content of a record or offer a written response to a record. (Education Code 49061)

No addition or change shall be made to a student's record after high school graduation or permanent departure, other than routine updating, unless required by law or with prior consent of the parent/guardian or adult student. (Education Code 49070; 5 CCR 437)

Any request to change a student's legal name in the student's mandatory permanent student record shall be accompanied with appropriate documentation.

Any challenge to the content of a student's record shall be filed in accordance with Education Code 49070 and the process specified in Administrative Regulation 5125.3 - Challenging Student Records.

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date
3. Sex of student
4. Name and address of parent/guardian of minor student
    a. Address of minor student if different from the above
    b. Annual verification of parent/guardian's name and address and student's residence
5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given towards graduation
7. Verification of or exemption from required immunizations
8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor
2. A log identifying persons or organizations who request or receive information from the student record
3. Health information, including verification or waiver of the health screening for school entry
4. Information on participation in special education programs, including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge

5. Language training records
6. Progress slips/notices required by Education Code 49066 and 49067
7. Parent/guardian restrictions/stipulations regarding access to directory information
8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action
9. Parent/guardian authorization or prohibition of student participation in specific programs
10. Results of standardized tests administered within the past three years
11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program and their usefulness ceases, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine discipline data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into the district from any other district, a private school, or school system, the Superintendent or designee shall inform the student's parent/guardian of rights regarding student records, including a parent/guardian's right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in the student's suspension or expulsion. (Education Code 48201)

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

Additionally, when a student in foster care is enrolling in a district school, the district's liaison for foster youth shall contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records. (Education Code 48853.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of damage or loss of district property, this information shall be sent to the requesting district along with the student's records.

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with exceptional needs. (Education Code 48985, 49063; 5 CCR 431; 34 CFR 99.7)

The notice shall include: (Education Code 49063, 60900.5; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining district officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school
12. 12.The sharing with CCGI of specified district data and data collected by the California Department of Education for the purposes of college admissions, academic placement, and eligibility for student financial aid (Education Code 60900)
13. Any other rights and requirements set forth in Education Code 49060-49085, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g
14. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

Additionally, the annual parent/guardian notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in

accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Student Records from Social Media

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall: (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety

2. Provide a student with access to any information that the district obtained from the student's social media activity and an opportunity to correct or delete such information

3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first

4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in Item #3 above

   Additionally, the notification shall include, but is not limited to, an explanation of the process by which a student or the student's parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parent/guardian notification required pursuant to Education Code 48980.

5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:

   a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or the student's parent/guardian

   b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

Updating Name and/or Gender of Former Students

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to include the updated legal name and/or gender. Upon request by the former student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. (Education Code 49062.5)

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information: (Education Code 49062.5)

1. The date of the request

2. The date the requested records were reissued to the former student

3. A list of the records that were requested by and reissued to the former student

4. The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender

5. The name of the employee who completed the request

6. The current and former names and/or genders of the student

Any former student who submits a request to change the legal name and/or gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and Administrative Regulation 5125.3 - Challenging Student Records. (Education Code 49062.5)

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e y o	**AosRg 512**
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	Student Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Code of Civil Procedure 1985.3	Subpoena duces tecum
Ed. Code 17604	Delegation of powers to agents
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 33328.5	Statewide AI Task Force
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48853.5	Foster youth; placement, immunizations
Ed. Code 48902	Notification of law enforcement of specified violations
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49060-49079	Student records
Ed. Code 49091.14	Parent/guardian review of curriculum
Ed. Code 51745	Independent study
Ed. Code 56041.5	Rights of students with disabilities
Ed. Code 56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 69475	Conditional repeal of Cal Grant program
Fam. Code 3025	Access to records by noncustodial parents
Fam. Code 6323.5	Ex parte orders
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7920.000-7930.215	California Public Records Act
H&S Code 120440	Immunizations; disclosure of information
Pen. Code 245	Assault with deadly weapon
W&I Code 16010	Health and education records of a minor

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W&I Code 681	Truancy petitions
W&I Code 701	Juvenile court law

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15 USC 6501-6506	Children's Online Privacy Protection Act
16 CFR Part 312	Children's Online Privacy Protection Rule
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Protection of Pupil Rights Amendment
26 USC 152	Definition of dependent child
34 CFR 300.501	Opportunity to examine records for parents/guardians of student with disability
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

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CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CSBA Publication	Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know, September 2023
CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Federal Register	Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855
U.S. Department of Education Publication	IDEA and FERPA Crosswalk: A side-by-side comparison of the privacy provisions under Parts B and C of the IDEA and FERPA, August 2022
U.S. Department of Education Publication	School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA), February 2019
U.S. Department of Education Publication	An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA), March 2023
U.S. Department of Education Publication	A Parent Guide to the Family Educational Rights and Privacy Act (FERPA), July 2021
U.S. Department of Education Publication	Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, Oct 2007
U.S. Department of Education Publication	Joint Guidance on the Application of FERPA and HIPAA to Student Health Records, November 2008
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California IT in Education, Student Data Privacy
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	California Office of the Attorney General

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Policy 5125.1: Release Of Directory Information

Status: ADOPTED

Original Adopted Date: 001/012//0 | **Last Revised Date:** /01/012/26 | **Last Reviewed Date:** /01/012/26

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Regulation 5125.1: Release Of Directory Information

Status: ADOPTED

Original Adopted Date: 001/012/00 **| Last Revised Date:** /01/012/26 **| Last Reviewed Date:** /01/012/26

Definition

Directory information h eGov roni gh GBi o ai oBGroed ro GvBsdeoBgeai gd BcGBmi stdoi BueoegGttf l e ai ovrdeged cGgh nsti gGo ropGvri o i nwgrpGaf mdrvati ved, zsac vBsdeoBroni gh GBi o roatsdev. UEdsaGBi o qi de by/60j 2/ : zq 02S2uj Sb q' (yy,SC

0, 3Ghe

2, Addgevv

S, Tetewci oe osh l eg

b, Eh GrtGddgevv

4, DGBe i nl rgBc

6, 7 Gji gmretd i nvBsdf

k, PGgBBarwGBi o geai gd ro i mrarGttf geai uorxed GaBrprBev God vwi gBv

9, 8 erucBGod cerucBi nGBcteBra BeGh h eh l egv

y, DGBev i nGBBeodGoae

0/, Deugeev God GmGgdv geaerped

00, 7 i vBgeaeoBwgepri s v vaci i t GBBeoded

DrgeaBl gf roni gh GBi o di ev oi Broatsde GvBsdeoBv vi arGtveasgrBf osh l egi gvBsdeoBrdeoBmraGBi o osh l eg, 5 i mepeg-ni gwsgwi vev i nGaaevvrou i gai h h soraGBrou ro eteaBgi ora vf vBeh v-drgeaBl gf roni gh GBi o h Gf roatsde GvBsdeoB rdeoBmraGBi o osh l eg-svegrdeoBmraGBi o-i gi Bcegwegvi oGtrdeoBmregsved l f Bce vBsdeoBwgi prded BcGBBce rdeoBmreg aGooi Bl e sved Bl uGro Gaaevv Bl edsaGBi o geai gdv eHaevBmceo sved ro ai o)soaBi o mrBc Gwegvi oGtrdeoBmraGBi o osh l eg-wGvvmi gd-i gi Bcegn GaBl gl oi mo i gwi vvevved i otf l f Bce GsBci grxed sveg, USb q' (yy,SC

DrgeaBl gf roni gh GBi o di ev oi Broatsde Bce arBxeovcrwvBGBsv-rh h rugGBi o vBGBsv-wtGae i nl rgBc-i gGof i Bceg roni gh GBi o rodraGBrou oGBi oGti gruro i nGvBsdeoBi g Bce vBsdeoBv nGh rtf h eh l eg,

Notification to Parents/Guardians

ABBce l euroorou i neGac vaci i t feGg-GttwGgeoBv1usGgdrGov vcGttl e oi Bmred GvBl Bce aGBeui grev i ndrgeaBl gf roni gh GBi o Bce drvBgraBwtGov Bl geteGve God Bce gearweoBv i nBce roni gh GBi o, AddrBi oGttf-Bce oi BmraGBi o vcGtt roni gh wGgeoBv1usGgdrGov i nBcergrucBBl gensve Bl teBBce drvBgraBdevruoGBe Gof i gGttBf wev i nroni gh GBi o Gl i sB BcergvBsdeoBGv drgeaBl gf roni gh GBi o-ci m Bl gensve geteGve i ndrgeaBl gf roni gh GBi o Gl i sBBcergvBsdeoB-God Bce wegi d i nBh e mrBcro mcrac GwGgeoBlusGgdrGo h svBoi Bmf Bce drvBgraBro mgrBrou BcGBBce wGgeoBlusGgdrGo di ev oi B mGoBGaegBGro aGBeui gf i nroni gh GBi o Gl i sBBcergvBsdeoBdevruoGBed Gv drgeaBl gf roni gh GBi o, UEdsaGBi o qi de by/6S-by/kSj 2/ : zq 02S2uj Sb q' (yy,SkC

NvGddrBi o-Bce GoosGtwGgeoBlusGgdrGo oi BmraGBi o vcGttroatsde GvBGBeh eoBBcGBdrgeaBl gf roni gh GBi o di ev oi B roatsde arBxeovcrwvBGBsv-rh h rugGBi o vBGBsv-wtGae i nl rgBc-i gGof i Bceg roni gh GBi o rodraGBrou oGBi oGti gruro God BcGBBce drvBgraBmrttoi BgeteGve vsac roni gh GBi o mrBci sBwGgeoBlusGgdrGo ai oveoBi g Gai sgBi gdeg,

Tce zswegroBeodeoBi g devruoee vcGttoi Bmf wGgeoBv1usGgdrGov BcGBBcef h Gf geRsevBBcGBBce drvBgraBoi BgeteGve Bce

oCh e-Gddgevv-eh Grt Gddgevv-God Betewci oe os h l egi nBcergacrtd B h rtrBGgf geagsrBegv-eh wti fegv-i grovBBsBri ov i n crucegedsaGBri o mrBci sBwgri gmgrBBeo ai oveoB, U0/ : zq 4/S-2/ : zq ky/9C

Parent/Guardian Consent

A vBsdeoBv drgeaB gf roni gh GBri o vcGtt oi Bl e geteGved mBce vBsdeoBv wGgeoB1usGgdrGo cGv oi Brred Bce drvBgraBro mgrBrou BcGBvsac roni gh GBri o vcGtt oi Bl e drvati ved, UEdsaGBri o qi de by/kSj 2/ : zq 02S2u-ky/9C

Tce drgeaB gf roni gh GBri o i nGvBsdeoBrdeoBrred GvGvBsdeoBeHwegreoarou ci h etevvoevv vcGtt oi Bl e geteGved-sotevv Bce vBsdeoBv wGgeoB1usGgdrGo-i gBce vBsdeoBrn09 feGgv i nGue i gi tdeg-cGv wgi prded mgrBBeo ai oveoBBcGB drgeaB gf roni gh GBri o h GF l e geteGved, 5 i mepeg-Bce drgeaB gf roni gh GBri o i nGvBsdeoBeHwegreoarou ci h etevvoevv h GF l e drvati ved ni gBce wsgwi ve i nnGantrBGBrou Go efe eHGh roGBri o l f Goi owgi mBefe eHGh roGBri o wgi prdegi gGngee i gGt ceGtBc Gvvevvh eoBci vBed l f GdrvBgraBvaci i t-sotevv Bce vBsdeoBv wGgeoB1usGgdrGo-i gvBsdeoBGaai gded wGgeoBGt gruc Bv-cGv wgi prded mgrBBeo oi Brae B Bce vaci i t BcGBai oveoBBB vsac eHGh lvGrvoi Burpeo, UEdsaGBri o qi de by/kSj 2/ : zq 02S2u-ky/9j b2 : zq 00bSbGC

' i gGni gh egvBsdeoB-Bce drvBgraBvcGtt ai oBrose B ci oi g Gof pGtrd geRsevBBi wBi sBi nBce drvati vs ge i ndrgeaB gf roni gh GBri o h Gde mcrte Bce vBsdeoBrnGv ro GBBeodGoae GBBce drvBgraB-sotevv Bce i wBFi sBgeRsevBcGv l eeo gevaroded, USb q' (yy,SkC

Policy Reference Disclaimer: Tceve genegeoaev Gge oi BroBeoded B l e wGgBi nBce wi traf rBvetn-oi g di Bcef rodraGBe Bce l Gvrv i gGs Bci grBf ni gBce L i pegorou M Ggd B eoGaBBcrv wi traf, NvBeGd-Bcef Gge wgi prded GvGddrBri oGt gevi sgaev ni gBci ve roBegevBed ro Bce vsl)eaBh GBBeg i nBce wi traf,

State	Description
Ed, qi de 2Sb,k	zBsdeoBwgi BeaBri ov getGBrou B rh h rugGBri o God arBxeovcrwvBGBsv
Ed, qi de b9y94	3 i Braev B wGgeoBv1usGgdrGov ro tGous Gue i Bceg BcGo Eoutrvc
Ed, qi de by/60	DenrorBri ovj drgeaB gf roni gh GBri o
Ed, qi de by/6S	3 i BrraGBri o i nwGgeoBv1usGgdrGov i nBcergg ruc Bv
Ed, qi de by/kS	(eteGve i ndrgeaB gf roni gh GBri o
Ed, qi de by/kS,2	PgrpGaf i nvBsdeoBGod wGgeoB1usGgdrGo wegvi oGt roni gh GBri oj h ros Bev i n li Ggd h eeBrou
Ed, qi de by/kS,4	DrgeaB gf roni gh GBri oj h rtrBGgf gewgeveoBGBrpevj Betewci oe os h l egv
Ed, qi de by6/S	Oo aGh ws v Gaaevv B eh wti fegv God h rtrBGgf vegpraev

Federal	Description
0/ : zq 4/S	7 rtrBGgf geagsrBeg Gaaevv B drgeaB gf roni gh GBri o
2/ : zq 02S2u	' Gh rtf EdsaGBri oGt(ruc Bv God PgrpGaf AaB'UE(PAGi n0ykb
2/ : zq ky/9	Agh ed ni gaev geagsrBeg Gaaevv B vBsdeoBv God vBsdeoBgeagsrBrou roni gh GBri o
Sb q' (yy,0Fyy,6k	' Gh rtf EdsaGBri oGt(ruc Bv God PgrpGaf
b2 : zq 00bSbG	7 aKrooef PWeoB 5 i h etevv AvvrvBGoae AaBj denrorBri ov

Management Resources	Description
qA Omrae i nBce ABB goef L eoegGt Psl traGBri o	Pgi h i Brou GzGne God zeasge VeGgorou Eoprgi oh eoBri g Att L srdGoae God 7 i det Pi trarev B AvvrvBq Gmi gorGv TKF02 zaci i tv ro (evvi odrou B (eRsevBv ni g Aaaevv God Nvri gh GBri o ni g Nvh rugGBri o Eori gaeh eoB Psgwi vev-Deaeh l eg 2/24
: ,z, DewGgBh eoBi nEdsaGBri o Psl traGBri o	7 i det 3 i Brae ni g Drgea B gf Nvri gh GBri o-7 Ggac 2/00
: ,z, DewGgBh eoBi nEdsaGBri o Psl traGBri o	DeGg qi tteGuse VeBBeg(euGgdrou 7 rtrBGgf (eagsrBeg Pgi prvri ov i nEzEA-3 i peh l eg 2/06

Management Resources	Description
8 el vrBe	qGmri gorGDewGgBh eoBi nEdsaGBi o-(evi s gaev B Nvats de Nh h rugGoB ' Gh rtrev
8 el vrBe	qGmri gorGDewGgBh eoBi nEdsaGBi o-VEA Nh h rugGBi o Eori gaeh eoBPi traf zsl h rvvri o
8 el vrBe	qzMA DrvBgraBGod qi soBf Omrae i nEdsaGBi o VeuGtzegpraev
8 el vrBe	qGmri gorGABBgoef L eoegGtv Omrae
8 el vrBe	: ,z, DewGgBh eoBi nEdsaGBi o-Omrae i nBce qcrenPgrpGaf Omraeg

Cross References	Description
00//	qi h h soraGBi o 8 rBc Tce Psl tra
000S	DrvBgraBAod zaci i t8 el vrBev
000S	DrvBgraBAod zaci i t8 el vrBev
000SFEU0C	DrvBgraBAod zaci i t8 el vrBev
000b	DrvBgraBFzwi ovi ged zi arGt7 edrG
000b	DrvBgraBFzwi ovi ged zi arGt7 edrG
026/	EdsaGBi oGt' i sodGBi o
0Sb/	Aaaevv Ti DrvBgraB(eai gdv
0Sb/	Aaaevv Ti DrvBgraB(eai gdv
0bb4	(evwi ove Ti Nh h rugGBi o Eori gaeh eoB
0bb4	(evwi ove Ti Nh h rugGBi o Eori gaeh eoB
S404	qGh wsv zeasgrBf
S404	qGh wsv zeasgrBf
S49/	DrvBgraB(eai gdv
S49/	DrvBgraB(eai gdv
b/b/	Eh wti fee : ve OnTeacoi ti uf
b/b/FEU0C	Eh wti fee : ve OnTeacoi ti uf
b00y,2S	: oGsBci grxed (eteGve Onqi omdeoBG1Pgrprteued Nvri gh GBi o
b0S4	zi trarBou Aod zettrou
b20y,20	Pgi revvri oGtzBGodGgdv
b20y,20FEU0C	Pgi revvri oGtzBGodGgdv
b20y,2S	: oGsBci grxed (eteGve Onqi omdeoBG1Pgrprteued Nvri gh GBi o
b2S4	zi trarBou Aod zettrou
bS0y,20	Pgi revvri oGtzBGodGgdv
bS0y,20FEU0C	Pgi revvri oGtzBGodGgdv
bS0y,2S	: oGsBci grxed (eteGve Onqi omdeoBG1Pgrprteued Nvri gh GBi o
bSS4	zi trarBou Aod zettrou
4/2/	PGgeoB(rucBv Aod (evwi ovrl rtrBev
4/2/	PGgeoB(rucBv Aod (evwi ovrl rtrBev
4/22	zBsdeoBAod ' Gh rtf PgrpGaf (rucBv
4/22	zBsdeoBAod ' Gh rtf PgrpGaf (rucBv
4024	zBsdeoB(eai gdv

Cross References	Description
4024	zBsdeoB(eaigdv
40S0,0	Msvqiodsa B
40S0,0	Msvqiodsa B
40b4,02	zeGgac Aod zenxsge
40b4,02	zeGgac Aod zenxsge
40b4,S	3iodrvagrh roGBio15GgGvwheoB
40b4,S	3iodrvagrh roGBio15GgGvwheoB
40b4,6	PGgeoB1LsGgdrGo3iBmaGBiov
40b4,6FEU0C	PGgeoB1LsGgdrGo3iBmaGBiov
606b,2	LsrdGoae1qisovetrouzegpraev
60kS	EdsaGBio'ig5ihetevvqcrtdgeo
60kS	EdsaGBio'ig5ihetevvqcrtdgeo
60kSFEU0C	EdsaGBio'ig5ihetevvqcrtdgeo
60kSFEU2C	EdsaGBio'ig5ihetevvqcrtdgeo
yS2b	7rosBevAod(eaigdrouv

Exhibit 5125.1-E(1): Release Of Directory Information

Status: ADOPTED

Original Adopted Date: 07/01/2005 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

PARENT/GUARDIAN NOTICE
RELEASE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that _____(district name), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include information from your child's education records in certain school and/or district publications. Examples include:

- a playbill, showing your child's role in a drama production
- the annual yearbook
- honor roll or other recognition lists
- graduation programs
- sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Additionally, two federal laws require districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA), as amended, to provide military recruiters, upon request, with students' names, addresses, and telephone listings, unless parents/guardians have advised the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose any or all of the information designated below as directory information from your child's education records without your prior written consent, you must notify the district in writing by _____(insert date). Notifying the district by this date is the only way to prevent the release of directory information. The district has designated the following information as directory information:

1. Student's name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Major field of study
7. Participation in officially recognized activities and sports
8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

Additionally, the district may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

In addition, the district may disclose a student identification number or other unique personal identifier that is displayed on a student identification badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

The district may not disclose a student's Social Security number. Directory information does not include your child's citizenship status, immigration status, place of birth, or any other information indicating national origin.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49061	Definitions; directory information
Ed. Code 49063	Notification of parents/guardians of their rights
Ed. Code 49073	Release of directory information
Ed. Code 49073.2	Privacy of student and parent/guardian personal information; minutes of board meeting
Ed. Code 49073.5	Directory information; military representatives; telephone numbers
Ed. Code 49603	On campus access to employers and military services

Federal	Description
10 USC 503	Military recruiter access to directory information
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 7908	Armed forces recruiter access to students and student recruiting information
34 CFR 99.1-99.67	Family Educational Rights and Privacy
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
U.S. Department of Education Publication	Model Notice for Directory Information, March 2011
U.S. Department of Education Publication	Dear Colleague Letter Regarding Military Recruiter Provisions of ESEA, November 2016
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	California Attorney General's Office
Website	U.S. Department of Education, Office of the Chief Privacy Officer

Cross References	Description
1100	Communication With The Public

Cross References	Description
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1260	Educational Foundation
1340	Access To District Records
1340	Access To District Records
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
3515	Campus Security
3515	Campus Security
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology
4119.23	Unauthorized Release Of Confidential/Privileged Information
4135	Soliciting And Selling
4219.21	Professional Standards
4219.21-E(1)	Professional Standards
4219.23	Unauthorized Release Of Confidential/Privileged Information
4235	Soliciting And Selling
4319.21	Professional Standards
4319.21-E(1)	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4335	Soliciting And Selling
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5125	Student Records
5125	Student Records
5131.1	Bus Conduct
5131.1	Bus Conduct
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications

Cross References	Description
6164.2	Guidance/Counseling Services
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
9324	Minutes And Recordings

Exhibit 5125.1-E(1): Release Of Directory Information **Status:** ADOPTED

Original Adopted Date: 07/01/2005 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

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If you do not want the district to disclose any or all of the information designated below as directory information from your child's education records without your prior written consent, you must notify the district in writing by _____(insert date). Notifying the district by this date is the only way to prevent the release of directory information. The district has designated the following information as directory information:

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Ed. Code 49073	Release of directory information
Ed. Code 49073.2	Privacy of student and parent/guardian personal information; minutes of board meeting
Ed. Code 49073.5	Directory information; military representatives; telephone numbers
Ed. Code 49603	On campus access to employers and military services

Federal	Description
10 USC 503	Military recruiter access to directory information
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 7908	Armed forces recruiter access to students and student recruiting information
34 CFR 99.1-99.67	Family Educational Rights and Privacy
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
U.S. Department of Education Publication	Model Notice for Directory Information, March 2011
U.S. Department of Education Publication	Dear Colleague Letter Regarding Military Recruiter Provisions of ESEA, November 2016
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	California Attorney General's Office
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Cross References

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5145.6	Parent/Guardian Notifications
6164.2	Guidance/Counseling Services
6173	Education For Homeless Children

6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
9324	Minutes And Recordings

Policy 0450: Comprehensive Safety Plan **Status:** ADOPTED

Original Adopted Date: 11/01/2011 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

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

OPTION 1: (Districts with more than 2,500 ADA, and districts with 2,500 or less ADA that choose to develop school site plans)

The school site council at each district school shall develop a comprehensive school safety plan (CSSP) relevant to the needs and resources of that particular school. New school campuses shall develop a CSSP within one year of initiating operations. (Education Code 32281, 32286)

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

OPTION 1 ENDS HERE

OPTION 2: (Districts with 2,500 or less ADA that choose to develop a districtwide plan)

The Superintendent or designee shall be responsible for the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

OPTION 2 ENDS HERE

The CSSP(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

As necessary, the Superintendent or designee shall provide training on the CSSP to all school staff.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a CSSP that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by the Superintendent or designee in accordance with Education Code 32281. In developing such strategies, the Superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the CSSP that include tactical responses to criminal incidents need not be publicly disclosed.

The Superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Additionally, the Superintendent or designee shall provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Persistently dangerous schools; definition
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans

Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 35291	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 44010	Sex offense; definition
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48901.7	Smartphone limitation or prohibition
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
Ed. Code 49390-49395	Homicide threats
Ed. Code 49414.35	Emergency treatment for opioid overdose
Ed. Code 49414.6	Student possession of opioid antagonist
Ed. Code 67381	Availability of information regarding crimes
Gov. Code 11549.3	Independent security assessment
Gov. Code 54957	Closed session meetings for threats to security
Gov. Code 8586.5	California Cybersecurity Integration Center
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 1192.7	Criminal procedures
Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions
Pen. Code 667.5	Violent felony; definition
Federal	**Description**
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 7111-7122	Student support and academic enrichment grants
20 USC 7912	Transfers from persistently dangerous schools
29 USC 794	Rehabilitation Act of 1973; Section 504
42 USC 12101-12213	Americans with Disabilities Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
California Department of Education	Instructional Continuity Plan Guidance
CSBA Publication	Comprehensive School Safety Plans, July 2024
CSBA Publication	School Safety: Firearm Safety and Storage, May 2023
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Federal Bureau of Investigation Publication	Uniform Crime Reporting Handbook, 2004
Nat'l Assoc. of Secondary School Principals Pub	The NASSP Principal Recovery Network Guide to Recovery
U.S. Department of Education Publication	Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. Department of Homeland Security Publication	Behavioral Threat Assessment and Management in Practice 2024
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California Department of Education, School Safety Elements and Resources
Website	California Department of Education, Language Services Policy and Process
Website	Schoolsafety.gov
Website	California Department of Education, Safe Schools Planning
Website	California Military Department
Website	California Department of Technology, Independent Security Assessment
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Secret Service, National Threat Assessment Center
Website	Centers for Disease Control and Prevention

Website	Federal Bureau of Investigation
Website	National Center for Crisis Management
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	California Governor's Office of Emergency Services
Website	California Healthy Kids Survey
Website	U.S. Department of Education
Website	CSBA

Cross References

Code	Description
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
0510	School Accountability Report Card
0510	School Accountability Report Card
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1313	Civility
1330	Use Of School Facilities

1330	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
2210	Administrative Discretion Regarding Board Policy
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage
3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan

3516.1	Fire Drills And Fires
3516.2	Bomb Threats
3516.3	Earthquake Emergency Procedure System
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3543	Transportation Safety And Emergencies
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4140	Bargaining Units
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4240	Bargaining Units
4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4257	Employee Safety
4257	Employee Safety
4258	Employee Security
4258	Employee Security

4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
4319.21	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
4340	Bargaining Units
4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.61	Drug Testing
5131.62	Tobacco

5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.8	Mobile Communication Devices
5132	Dress And Grooming
5132	Dress And Grooming
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications

5145.6	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9320	Meetings And Notices
9321	Closed Session
9321	Closed Session
9321	Closed Session

Policy 1340: Access To District Records

Status: ADOPTED

Original Adopted Date: 02/01/1999 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

The Governing Board recognizes the right of members of the public to have access to public records of the district. The district shall provide any member of the public reasonable access to the public records of the district during normal business hours and within the requirements of law. Public access shall not be given to records that are exempt from public disclosure pursuant to the California Public Records Act or other state or federal law.

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

The district may charge for copies of public records or other materials requested by individuals or groups, in accordance with law and as specified in the accompanying administrative regulation.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 430-438	Individual student records
CA Constitution Article 1, Section 3	Right of access to governmental information
Civil Code 1798.3	Personal information
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 35145	Public meetings
Ed. Code 35170	Authority to secure copyrights
Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 35266	Cybersecurity
Ed. Code 41020	Requirement for annual audit

Ed. Code 42103	Budget notification
Ed. Code 44031	Personnel file contents and inspection
Ed. Code 44839	Medical certificates; periodic medical examination
Ed. Code 49060-49079	Student records
Ed. Code 49091.10	Parental review of curriculum and instruction
Gov. Code 11549.3	Office of Information Security
Gov. Code 3547	Proposals relating to representation
Gov. Code 53262	Employment contracts
Gov. Code 54957.2	Minute book record of closed sessions
Gov. Code 54957.5	Agendas and other writings distributed for discussion or consideration
Gov. Code 6205-6210	Address confidentiality; victims of domestic violence, sexual assault, stalking, human trafficking, child abduction, and elder and dependent adult abuse
Gov. Code 6215-6216	Address confidentiality; reproductive health care providers, employees, volunteers, patients, and other individuals who face threats or violence
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 81008	Political Reform Act, public records; inspection and reproduction
Gov. Code 8310.3	California Religious Freedom Act
Gov. Code 8450	Tribal financial information
Gov. Code 8550-8669.7	California Emergency Services Act
Gov. Code 8586.5	Office of Emergency Services; California Cybersecurity Information Center

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act

Management Resources	**Description**
Attorney General Opinion	64 Ops.Cal.Atty.Gen. 186 (1981)
Attorney General Opinion	71 Ops.Cal.Atty.Gen. 235 (1988)
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CA Office of the Attorney General Publication	Summary of the California Public Records Act, August 2004

CA Office of the Attorney General Publication	California Department of Justice Guidelines for Access to Public Records, October 2017
Court Decision	National Lawyers Guild, San Francisco Bay Area Chapter v. City of Hayward (2020) 9 Cal.5th 488
Court Decision	Sacramento County Employees' Retirement System v. Superior Court (2011) 195 Cal. App. 4th 440
Court Decision	Fairley v. Superior Court (1998) 66 Cal.App. 4th 1414
Court Decision	International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County (2007) 42 Cal.4th 319
Court Decision	Kleitman v. Superior Court (1999) 74 Cal.App. 4th 324
Court Decision	Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282
Court Decision	Los Angeles Times v. Alameda Corridor Transportation Authority (2001) 88 Cal.App.4th 1381
Court Decision	North County Parents Organization for Children with Special Needs v. Department of Education (1994) 23 Cal.App. 4th 144
Court Decision	City of San Jose v. Superior Court (2017) 2 Cal.5th 608
CSBA Publication	Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017
League of California Cities Publication	The People's Business: A Guide to the California Public Records Act, rev. April 2017
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California Office of Emergency Services
Website	CSBA District and County Office of Education Legal Services
Website	League of California Cities
Website	State Bar of California
Website	California Office of the Attorney General
Website	CSBA

Cross References

Code	Description
0400	Comprehensive Plans

0420	School Plans/Site Councils
0420	School Plans/Site Councils
0440	District Technology Plan
0441	Artificial Intelligence
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
2121	Superintendent's Contract
3100	Budget
3100	Budget
3230	Federal Grant Funds
3230	Federal Grant Funds
3311	Bids
3311	Bids
3312	Contracts
3320	Claims And Actions Against The District

3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3514.2	Integrated Pest Management
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3543	Transportation Safety And Emergencies
3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040	Employee Use Of Technology
4112.5	Criminal Record Check
4112.5	Criminal Record Check
4112.6	Personnel Files
4113.5	Working Remotely
4117.5	Termination Agreements
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4140	Bargaining Units
4141	Collective Bargaining Agreement
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4212.5	Criminal Record Check
4212.5	Criminal Record Check

4212.6	Personnel Files
4213.5	Working Remotely
4217.5	Termination Agreements
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan For Bloodborne Pathogens
4240	Bargaining Units
4241	Collective Bargaining Agreement
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4312.1	Contracts
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4312.6	Personnel Files
4313.5	Working Remotely
4317.5	Termination Agreements
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42	Exposure Control Plan For Bloodborne Pathogens
4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information

5125.3	Challenging Student Records
5141.6	School Health Services
5141.6	School Health Services
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6143	Courses Of Study
6143	Courses Of Study
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
7110	Facilities Master Plan
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9124	Attorney
9200	Limits Of Board Member Authority
9223	Filling Vacancies
9270	Conflict Of Interest
9270	Conflict Of Interest
9310	Board Policies
9320	Meetings And Notices
9321	Closed Session
9321	Closed Session
9321	Closed Session
9322	Agenda/Meeting Materials

Policy 1445: Response To Immigration Enforcement **Status:** ADOPTED

Original Adopted Date: 01/01/2026 | **Last Reviewed Date:** 01/01/2026

The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)

3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:

    a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)

    b. The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)

4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

The Superintendent or designee shall report to the Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

1. Education records of or any information about a student or a student's family or household

2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information

3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:

1. Education records of or any information about a student or a student's family or household

2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information

3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Civ. Code 1798.3	Information Practices Act of 1977; definitions
Ed. Code 200	Prohibition of discrimination
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 32282	Comprehensive School Safety Plan
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48906	Exception to parent/guardian notifications
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7285-7285.3	Prohibitions on Employer Cooperation with Immigration Enforcement Agents
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.30-99.31	FERPA Regulations
U.S. Constitution, Fourth Amendment	Unreasonable search and seizure

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
Court Decision	Plyler v. Doe (1982) 457 U.S. 202
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission

Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
Website	California Office of the Attorney General
Website	CSBA
Website	U.S. Department of Education
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Civil Rights Department

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3555	Nutrition Program Compliance
3555	Nutrition Program Compliance
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records

5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5131.2	Bullying
5131.2	Bullying
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.3	Civic Education
6143	Courses Of Study
6143	Courses Of Study
6175	Migrant Education Program
6175	Migrant Education Program

Policy 5125.1: Release Of Directory Information

Status: ADOPTED

Original Adopted Date: 11/01/2001 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information, including to news media or nonprofit organizations, in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on a determination of the best interests of district students. (Education Code 49073)

A student's directory information shall only be included in the minutes of the Board's meeting in accordance with Board Bylaw 9324 - Minutes and Recordings.

Colleges and prospective employers, including military recruiters, shall have access to a student's name, address, email address, and telephone number, unless the student's parent/guardian, or the student, if the student is 18 years of age or older, has requested that such information not be released. (10 USC 503, 20 USC 7908)

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and employers, including prospective employers, in accordance with law, Board policy, and administrative regulation. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled, provided that they use this information only for purposes directly related to the institution's academic or professional goals. (Education Code 49073

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49061	Definitions; directory information
Ed. Code 49063	Notification of parents/guardians of their rights
Ed. Code 49073	Release of directory information

Ed. Code 49073.2	Privacy of student and parent/guardian personal information; minutes of board meeting
Ed. Code 49073.5	Directory information; military representatives; telephone numbers
Ed. Code 49603	On campus access to employers and military services

Federal	**Description**
10 USC 503	Military recruiter access to directory information
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 7908	Armed forces recruiter access to students and student recruiting information
34 CFR 99.1-99.67	Family Educational Rights and Privacy
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
U.S. Department of Education Publication	Model Notice for Directory Information, March 2011
U.S. Department of Education Publication	Dear Colleague Letter Regarding Military Recruiter Provisions of ESEA, November 2016
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	California Attorney General's Office
Website	U.S. Department of Education, Office of the Chief Privacy Officer

Cross References

Code	**Description**
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media

1260	Educational Foundation
1340	Access To District Records
1340	Access To District Records
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
3515	Campus Security
3515	Campus Security
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040	Employee Use Of Technology
4119.23	Unauthorized Release Of Confidential/Privileged Information
4135	Soliciting And Selling
4219.21	Professional Standards
4219.21	Professional Standards
4219.23	Unauthorized Release Of Confidential/Privileged Information
4235	Soliciting And Selling
4319.21	Professional Standards
4319.21	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4335	Soliciting And Selling
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5125	Student Records
5125	Student Records
5131.1	Bus Conduct
5131.1	Bus Conduct
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment

5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
6164.2	Guidance/Counseling Services
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
9324	Minutes And Recordings

Policy 5125: Student Records

Status: ADOPTED

Original Adopted Date: 03/01/2009 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

The Superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws

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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	Student Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Code of Civil Procedure 1985.3	Subpoena duces tecum

Ed. Code 17604	Delegation of powers to agents
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 33328.5	Statewide AI Task Force
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48853.5	Foster youth; placement, immunizations
Ed. Code 48902	Notification of law enforcement of specified violations
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49060-49079	Student records
Ed. Code 49091.14	Parent/guardian review of curriculum
Ed. Code 51745	Independent study
Ed. Code 56041.5	Rights of students with disabilities
Ed. Code 56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 69475	Conditional repeal of Cal Grant program
Fam. Code 3025	Access to records by noncustodial parents
Fam. Code 6323.5	Ex parte orders
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7920.000-7930.215	California Public Records Act
H&S Code 120440	Immunizations; disclosure of information
Pen. Code 245	Assault with deadly weapon
W&I Code 16010	Health and education records of a minor
W&I Code 681	Truancy petitions
W&I Code 701	Juvenile court law
Federal	**Description**

15 USC 6501-6506	Children's Online Privacy Protection Act
16 CFR Part 312	Children's Online Privacy Protection Rule
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Protection of Pupil Rights Amendment
26 USC 152	Definition of dependent child
34 CFR 300.501	Opportunity to examine records for parents/guardians of student with disability
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions
Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CSBA Publication	Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know, September 2023
CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Federal Register	Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855
U.S. Department of Education Publication	IDEA and FERPA Crosswalk: A side-by-side comparison of the privacy provisions under Parts B and C of the IDEA and FERPA, August 2022
U.S. Department of Education Publication	School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA), February 2019
U.S. Department of Education Publication	An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA), March 2023
U.S. Department of Education Publication	A Parent Guide to the Family Educational Rights and Privacy Act (FERPA), July 2021
U.S. Department of Education Publication	Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, Oct 2007
U.S. Department of Education Publication	Joint Guidance on the Application of FERPA and HIPAA to Student Health Records, November 2008
Website	California Department of Education, Resources to Include Immigrant Families

Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California IT in Education, Student Data Privacy
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	California Office of the Attorney General
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0441	Artificial Intelligence
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges

3290	Gifts, Grants And Bequests
3312	Contracts
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3555	Nutrition Program Compliance
3555	Nutrition Program Compliance
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040	Employee Use Of Technology
4112.6	Personnel Files
4113.5	Working Remotely
4117.7	Employment Status Reports
4119.23	Unauthorized Release Of Confidential/Privileged Information
4158	Employee Security
4158	Employee Security
4212.6	Personnel Files
4213.5	Working Remotely
4219.21	Professional Standards
4219.21	Professional Standards
4219.23	Unauthorized Release Of Confidential/Privileged Information
4258	Employee Security
4258	Employee Security
4312.6	Personnel Files
4313.5	Working Remotely
4317.7	Employment Status Reports
4319.21	Professional Standards
4319.21	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information

4358	Employee Security
4358	Employee Security
5000	Concepts And Roles
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5021	Noncustodial Parents
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5111.2	Nonresident Foreign Students
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.2	Exclusions From Attendance
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5113.2	Work Permits
5113.2	Work Permits
5119	Students Expelled From Other Districts
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.2	Withholding Grades, Diploma Or Transcripts
5125.3	Challenging Student Records
5126	Awards For Achievement

5126	Awards For Achievement
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.61	Drug Testing
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.9	Academic Honesty
5138	Conflict Resolution/Peer Mediation
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.23	Asthma Management
5141.23	Asthma Management
5141.24	Specialized Health Care Services
5141.26	Tuberculosis Testing
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.33	Head Lice
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
5142.1	Identification And Reporting Of Missing Children
5144	Discipline
5144	Discipline

5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.4	Required Parental Attendance
5144.4	Required Parental Attendance
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5146	Married/Pregnant/Parenting Students
5148	Child Care And Development
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6143	Courses Of Study
6143	Courses Of Study
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2	Certificate Of Proficiency/High School Equivalency
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program

6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6162.8	Research
6162.8	Research
6163.4	Student Use Of Technology
6163.4	Student Use Of Technology
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6173.3	Education For Juvenile Court School Students
6175	Migrant Education Program

6175	Migrant Education Program
6178.1	Work-Based Learning
6178.1	Work-Based Learning
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9321	Closed Session
9321	Closed Session
9321	Closed Session

Regulation 0450: Comprehensive Safety Plan **Status:** ADOPTED

Original Adopted Date: 11/01/2011 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan (CSSP). When practical, the school site council shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

Additionally, the school site council may invite community leaders, local emergency medical services personnel, the district's public entity risk pool joint powers authority or insurance provider, and other persons who may be interested in the health and safety of students and the prevention of campus crime and violence to participate in the planning process. (Education Code 32280)

The school site council may delegate the responsibility for developing a CSSP to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the CSSP, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting, if available: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs

4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

Additionally, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's ability to access disaster safety procedures described in the CSSP to the principal. (Education Code 32282)

If the principal determines there is merit to a concern, the principal shall direct the school site council or school safety planning committee to make appropriate modifications to the CSSP during the evaluation of the CSSP. The principal may direct the school site council or the school safety planning committee to make such modifications before the evaluation, as appropriate. (Education Code 32282)

Content of the Comprehensive Safety Plan

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

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

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

1. Child abuse or neglect reporting procedures consistent with Penal Code 11164-11174.3, including procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses
2. Routine and emergency disaster procedures including, but not limited to:
    a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973

b. An earthquake emergency procedure system as specified

c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

d. Commencing with the 2026-27 school year, a procedure to identify appropriate refuge shelter for all students and staff to be used in the event of an evacuation order and, for any school in a high or very high fire hazard severity zone, a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

8. A safe and orderly school environment conducive to learning

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

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

11. If procedures to prepare for active shooters or other armed assailants by conducting a drill are included in the CSSP, the CSSP shall specify that:

    a. The school will not conduct a high-intensity drill, as defined in Education Code 32282

    b. Real weapons, gunfire blanks, or explosions will not be used in the conducting of the drill

    c. A trauma-informed approach as specified in Education Code 32282 will be used in the design and execution of any drill

12. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity

sponsored by the school, or on a school bus serving the school

13. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

14. Procedures specifically designed to notify parents/guardians and district staff when the school confirms that an officer or employee of an agency conducting immigration enforcement is on school grounds as specified in Education Code 32282

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

16. An instructional continuity plan to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency, as specified in Education Code 32282

17. Explicit procedures to prohibit the use of smartphones in the case of an emergency or in response to a perceived threat of danger if such use is prohibited in Board Policy 5131.8 - Mobile Communication Devices (Education Code 48901.7)

Among the strategies for providing a safe environment, the CSSP may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment

4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

5. Parent/guardian and community involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

6. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians

7. Annual notification to parents/guardians related to the safe storage of firearms

8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

10. District policy prohibiting the possession of firearms and ammunition on school grounds

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

12. Procedures for receiving verification from law enforcement when a violent crime or sex offense has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

13. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content

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

15. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve cybersecurity

16. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses

    Guidelines may include, but are not limited to, the following:

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

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

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

17. Strategies for suicide prevention and intervention

18. District policy and/or plan related to pandemics

19. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

20. Crisis prevention and intervention strategies, which may include the following:

    a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

    b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)

    c. Assignment of staff members responsible for each identified task and procedure

    d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan

    e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

    f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders

    g. Development of a method for the reporting of violent incidents

    h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques

    Such training shall include preparation to implement the elements of the CSSP

22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

23. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible

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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description

5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Persistently dangerous schools; definition
CA Constitution Article 1, Section 28	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 35291	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Requirement for annual audit
Ed. Code 44010	Sex offense; definition
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48901.7	Smartphone limitation or prohibition
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
Ed. Code 49390-49395	Homicide threats
Ed. Code 49414.35	Emergency treatment for opioid overdose
Ed. Code 49414.6	Student possession of opioid antagonist
Ed. Code 67381	Availability of information regarding crimes
Gov. Code 11549.3	Independent security assessment
Gov. Code 54957	Closed session meetings for threats to security
Gov. Code 8586.5	California Cybersecurity Integration Center
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 1192.7	Criminal procedures
Pen. Code 422.55	Definition of hate crime
Pen. Code 626.8	Disruptions
Pen. Code 667.5	Violent felony; definition

Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 7111-7122	Student support and academic enrichment grants
20 USC 7912	Transfers from persistently dangerous schools
29 USC 794	Rehabilitation Act of 1973; Section 504
42 USC 12101-12213	Americans with Disabilities Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
California Department of Education	Instructional Continuity Plan Guidance
CSBA Publication	Comprehensive School Safety Plans, July 2024
CSBA Publication	School Safety: Firearm Safety and Storage, May 2023
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Federal Bureau of Investigation Publication	Uniform Crime Reporting Handbook, 2004
Nat'l Assoc. of Secondary School Principals Pub	The NASSP Principal Recovery Network Guide to Recovery
U.S. Department of Education Publication	Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. Department of Homeland Security Publication	Behavioral Threat Assessment and Management in Practice 2024
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California Department of Education, School Safety Elements and Resources
Website	California Department of Education, Language Services Policy and Process
Website	Schoolsafety.gov
Website	California Department of Education, Safe Schools Planning
Website	California Military Department

Website	California Department of Technology, Independent Security Assessment
Website	U.S. Department of Homeland Security, Fusion Centers
Website	California State Threat Assessment System
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Secret Service, National Threat Assessment Center
Website	Centers for Disease Control and Prevention
Website	Federal Bureau of Investigation
Website	National Center for Crisis Management
Website	National School Safety Center
Website	California Department of Education, Safe Schools
Website	California Governor's Office of Emergency Services
Website	California Healthy Kids Survey
Website	U.S. Department of Education
Website	CSBA

Cross References

Code	Description
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
0510	School Accountability Report Card
0510	School Accountability Report Card
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees

1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1313	Civility
1330	Use Of School Facilities
1330	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
2210	Administrative Discretion Regarding Board Policy
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3515.4	Recovery For Property Loss Or Damage

3515.4	Recovery For Property Loss Or Damage
3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
3515.7	Firearms On School Grounds
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3516.1	Fire Drills And Fires
3516.2	Bomb Threats
3516.3	Earthquake Emergency Procedure System
3516.5	Emergency Schedules
3530	Risk Management/Insurance
3530	Risk Management/Insurance
3543	Transportation Safety And Emergencies
4112.41	Employee Drug Testing
4112.41	Employee Drug Testing
4119.11	Sexual Harassment
4119.11	Sexual Harassment
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development
4140	Bargaining Units
4141.6	Concerted Action/Work Stoppage
4141.6	Concerted Action/Work Stoppage
4157	Employee Safety
4157	Employee Safety
4158	Employee Security
4158	Employee Security
4212.41	Employee Drug Testing
4212.41	Employee Drug Testing
4219.11	Sexual Harassment
4219.11	Sexual Harassment
4219.23	Unauthorized Release Of Confidential/Privileged Information
4231	Staff Development
4240	Bargaining Units

4241.6	Concerted Action/Work Stoppage
4241.6	Concerted Action/Work Stoppage
4257	Employee Safety
4257	Employee Safety
4258	Employee Security
4258	Employee Security
4312.41	Employee Drug Testing
4312.41	Employee Drug Testing
4319.11	Sexual Harassment
4319.11	Sexual Harassment
4319.21	Professional Standards
4319.21	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4331	Staff Development
4340	Bargaining Units
4357	Employee Safety
4357	Employee Safety
4358	Employee Security
4358	Employee Security
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances

5131.41	Use Of Seclusion And Restraint
5131.5	Vandalism And Graffiti
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5131.61	Drug Testing
5131.62	Tobacco
5131.62	Tobacco
5131.63	Steroids
5131.63	Steroids
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.8	Mobile Communication Devices
5132	Dress And Grooming
5132	Dress And Grooming
5136	Gangs
5136	Gangs
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5142	Safety
5142	Safety
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process

5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6184	Continuation Education
6184	Continuation Education
7214	General Obligation Bonds

7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9320	Meetings And Notices
9321	Closed Session
9321	Closed Session
9321	Closed Session

Regulation 1340: Access To District Records **Status:** ADOPTED

Original Adopted Date: 03/01/2019 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

This administrative regulation is a non-exhaustive list of records that may be defined as either public or exempt and/or confidential. Other records which fall into these definitions may exist and may be identified in the future.

Definitions

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 7920.530)

Writing means any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 7920.545)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of such membership, agency, office, or employment. (Government Code 7920.515)

Public Records

Unless otherwise exempt from disclosure, public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)
2. Statistical compilations
3. Reports and memoranda
4. Notices and bulletins
5. Minutes of public meetings (Education Code 35145)
6. Meeting agendas (Government Code 54957.5)
7. Official communications between the district and other government agencies

8. District and school plans, and the information and data relevant to the development and evaluation of such plans, unless otherwise prohibited by law

9. Initial proposals of exclusive employee representatives and of the district, once presented at a district Governing Board meeting (Government Code 3547)

10. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 7927.200, 7927.205)

11. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

12. Documents containing names, salaries, and pension benefits of district employees

13. Employment contracts and settlement agreements (Government Code 53262)

14. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)

15. Executed contracts for the purchase of goods or services, even if the contract contains provisions specifying that the contract is confidential or a proprietary record of the vendor (Government Code 7928.801)

Access to public records of the district shall be granted to Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 7921.305, 7921.310)

Exempt and Confidential Public Records

Records exempt from disclosure under the California Public Records Act (CPRA) include, but are not limited to:

1. Preliminary drafts, notes, and interagency or intradistrict memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 7927.500)

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 7927.200, 7927.205)

3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 7927.700)

   The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees shall only be disclosed as follows: (Government Code 7928.300)

a. To an agent or a family member of the employee

b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties

c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, except that the home address and any telephone number for an employee who performs law enforcement-related functions, or the birth date of any employee, shall not be disclosed

d. Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, personal email address, or birth date, and the district shall remove the home address, home telephone number, and personal cell phone number from any mailing list of the district except a list used exclusively to contact the employee

e. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

4. The home address, telephone number, or both the name and assessor parcel number associated with the home address of any elected or appointed official posted by the district online without first obtaining the written permission of that individual (Government Code 7928.205)

5. Student records, except directory information and other records to the extent permitted by law and district policy (Education Code 49073, 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

6. Test questions, scoring keys, and other examination data except as provided by law (Government Code 7929.605)

7. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 7928.705)

8. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in an unfair competitive disadvantage to the person supplying the information (Government Code 7925.000)

9. Library circulation and patron use records of a borrower or patron including, but not limited to, name, address, telephone number, email address, borrowing information, or use of library information resources, except when disclosure is to persons acting within the scope of their duties in the administration of the library; to persons authorized in writing, by the individual to whom the records pertain, to inspect the records; or by court order (Government Code 7927.100, 7927.105)

10. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 7927.705)

11. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 7929.200)

12. Information security record if disclosure of that record would reveal vulnerabilities to, or otherwise increase the potential for an attack on, an information technology system of the district (Government Code 7929.210)

13. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 7924.110)

14. Minutes of Board meetings held in closed session (Government Code 54957.2)

15. Computer software developed by the district (Government Code 7922.585)

16. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 7926.400, 7930.000-7930.215)

17. Tribal financial information as a condition of or requirement for receiving financial assistance (Government Code 7930.205, 8450)

18. Any other records listed as exempt from public disclosure in the CPRA or other statutes

19. Any other records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 7922.000)

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 7922.200, 7928.300)

Unless otherwise authorized or required by law, information regarding an individual's religious beliefs, practices, or affiliation shall not be disclosed. (Government Code 8310.3)

Additionally, an individual's immigration status shall only be disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Inspection of Records, Requests for Copies, and Recovery of Costs

Any person may request a copy or inspection of any district record that is not exempt from disclosure. (Government Code 7922.530)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the

request of the determination and the reasons for the decision. (Government Code 7922.535)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 7922.535)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request

3. The need for consultation, which shall be conducted with all practicable speed, with another agency, such as a state agency or city, having a substantial interest in the determination of the request or among two or more components of the district, such as two different school sites, with substantial interest in the request

4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

5. In the case of electronic records, the inability to access its electronic servers or systems due to a cyberattack in order to search for and obtain a record that the district believes is responsive to a request and is maintained on the servers or systems in an electronic format, and only until the district regains its ability to access its electronic servers or systems and search for and obtain electronic records that may be responsive to a request

6. The need to search for, collect, and appropriately examine records during a state of emergency proclaimed by the Governor pursuant to the California Emergency Services Act in the jurisdiction where the district is located when the state of emergency currently and directly affects, due to the state of emergency, the district's ability to timely respond to staffing shortages or closure of facilities where the requested records are located (Government Code 8567)

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 7922.535)

Public records shall be open to inspection at all times during district office hours. If a portion of the requested record(s) is exempt from disclosure, any non-exempt, reasonably segregable portion of the record shall be made available for inspection after deletion of the portions exempted by law. (Government Code 7922.525)

Upon request for a copy that reasonably describes an identifiable, non-exempt record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 7922.530)

If only a portion of the identified record is exempt from disclosure, the record's exempt material shall be redacted prior to disclosure.

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication in accordance with law. Written requests to waive the fee shall be submitted to the Superintendent or designee.

Without charging any fees or costs, the Superintendent or designee shall allow members of the public to use their own equipment on district premises to photograph or otherwise copy or reproduce a disclosable record as long as the means of copy or reproduction: (Government Code 7922.530)

1. Do not require the equipment to make physical contact with the record

2. Will not result in damage to the record

3. Will not result in unauthorized access to the district's computer systems or secured networks by using software, equipment, or any other technology capable of accessing, altering, or compromising the district's electronic records

The Superintendent or designee may impose any reasonable limit on the use of personal equipment to photograph, copy, or reproduce a disclosable record that is necessary to protect the safety of the records, or to prevent the copying of records from being an unreasonable burden to the orderly function of the district and its employees. Additionally, the Superintendent or designee may impose any limit that is necessary to maintain the integrity of, or ensure the long-term preservation of, historic or high-value records. (Government Code 7922.530)

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's website and, in response to a public records request, directing the member of the public to the location on the website where the record can be found. However, if the member of the public is unable to access or reproduce the record from the website, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 7922.545)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 7922.570)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 7922.575)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals

2. The request would require data compilation, extraction, or programming to produce the record

Assistance in Identifying Requested Records

If the Superintendent or designee denies a request for disclosable records, the requester shall be assisted in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 7922.600)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

   If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist

3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the CPRA shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 7922.500, 7922.540)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 430-438	Individual student records
CA Constitution Article 1, Section 3	Right of access to governmental information
Civil Code 1798.3	Personal information
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 35145	Public meetings
Ed. Code 35170	Authority to secure copyrights
Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 35266	Cybersecurity
Ed. Code 41020	Requirement for annual audit
Ed. Code 42103	Budget notification
Ed. Code 44031	Personnel file contents and inspection
Ed. Code 44839	Medical certificates; periodic medical examination
Ed. Code 49060-49079	Student records
Ed. Code 49091.10	Parental review of curriculum and instruction
Gov. Code 11549.3	Office of Information Security
Gov. Code 3547	Proposals relating to representation

Gov. Code 53262	Employment contracts
Gov. Code 54957.2	Minute book record of closed sessions
Gov. Code 54957.5	Agendas and other writings distributed for discussion or consideration
Gov. Code 6205-6210	Address confidentiality; victims of domestic violence, sexual assault, stalking, human trafficking, child abduction, and elder and dependent adult abuse
Gov. Code 6215-6216	Address confidentiality; reproductive health care providers, employees, volunteers, patients, and other individuals who face threats or violence
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 81008	Political Reform Act, public records; inspection and reproduction
Gov. Code 8310.3	California Religious Freedom Act
Gov. Code 8450	Tribal financial information
Gov. Code 8550-8669.7	California Emergency Services Act
Gov. Code 8586.5	Office of Emergency Services; California Cybersecurity Information Center

Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act

Management Resources	**Description**
Attorney General Opinion	64 Ops.Cal.Atty.Gen. 186 (1981)
Attorney General Opinion	71 Ops.Cal.Atty.Gen. 235 (1988)
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CA Office of the Attorney General Publication	Summary of the California Public Records Act, August 2004
CA Office of the Attorney General Publication	California Department of Justice Guidelines for Access to Public Records, October 2017
Court Decision	National Lawyers Guild, San Francisco Bay Area Chapter v. City of Hayward (2020) 9 Cal.5th 488
Court Decision	Sacramento County Employees' Retirement System v. Superior Court (2011) 195 Cal. App. 4th 440
Court Decision	Fairley v. Superior Court (1998) 66 Cal.App. 4th 1414

Court Decision	International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County (2007) 42 Cal.4th 319
Court Decision	Kleitman v. Superior Court (1999) 74 Cal.App. 4th 324
Court Decision	Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282
Court Decision	Los Angeles Times v. Alameda Corridor Transportation Authority (2001) 88 Cal.App.4th 1381
Court Decision	North County Parents Organization for Children with Special Needs v. Department of Education (1994) 23 Cal.App. 4th 144
Court Decision	City of San Jose v. Superior Court (2017) 2 Cal.5th 608
CSBA Publication	Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017
League of California Cities Publication	The People's Business: A Guide to the California Public Records Act, rev. April 2017
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California Office of Emergency Services
Website	CSBA District and County Office of Education Legal Services
Website	League of California Cities
Website	State Bar of California
Website	California Office of the Attorney General
Website	CSBA

Cross References

Code	Description
0400	Comprehensive Plans
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0440	District Technology Plan
0441	Artificial Intelligence
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan

0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
2121	Superintendent's Contract
3100	Budget
3100	Budget
3230	Federal Grant Funds
3230	Federal Grant Funds
3311	Bids
3311	Bids
3312	Contracts
3320	Claims And Actions Against The District
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3514.2	Integrated Pest Management
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3543	Transportation Safety And Emergencies

3550	Food Service/Child Nutrition Program
3550	Food Service/Child Nutrition Program
3551	Food Service Operations/Cafeteria Fund
3551	Food Service Operations/Cafeteria Fund
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040	Employee Use Of Technology
4112.5	Criminal Record Check
4112.5	Criminal Record Check
4112.6	Personnel Files
4113.5	Working Remotely
4117.5	Termination Agreements
4119.23	Unauthorized Release Of Confidential/Privileged Information
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4119.42	Exposure Control Plan For Bloodborne Pathogens
4140	Bargaining Units
4141	Collective Bargaining Agreement
4143.1	Public Notice - Personnel Negotiations
4143.1	Public Notice - Personnel Negotiations
4154	Health And Welfare Benefits
4154	Health And Welfare Benefits
4212.5	Criminal Record Check
4212.5	Criminal Record Check
4212.6	Personnel Files
4213.5	Working Remotely
4217.5	Termination Agreements
4219.23	Unauthorized Release Of Confidential/Privileged Information
4219.42	Exposure Control Plan For Bloodborne Pathogens
4219.42	Exposure Control Plan For Bloodborne Pathogens

4219.42	Exposure Control Plan For Bloodborne Pathogens
4240	Bargaining Units
4241	Collective Bargaining Agreement
4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4254	Health And Welfare Benefits
4254	Health And Welfare Benefits
4312.1	Contracts
4312.5	Criminal Record Check
4312.5	Criminal Record Check
4312.6	Personnel Files
4313.5	Working Remotely
4317.5	Termination Agreements
4319.23	Unauthorized Release Of Confidential/Privileged Information
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42	Exposure Control Plan For Bloodborne Pathogens
4319.42	Exposure Control Plan For Bloodborne Pathogens
4340	Bargaining Units
4354	Health And Welfare Benefits
4354	Health And Welfare Benefits
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.3	Challenging Student Records
5141.6	School Health Services
5141.6	School Health Services
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5148.3	Preschool/Early Childhood Education

5148.3	Preschool/Early Childhood Education
6143	Courses Of Study
6143	Courses Of Study
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
7110	Facilities Master Plan
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9124	Attorney
9200	Limits Of Board Member Authority
9223	Filling Vacancies
9270	Conflict Of Interest
9270	Conflict Of Interest
9310	Board Policies
9320	Meetings And Notices
9321	Closed Session
9321	Closed Session
9321	Closed Session
9322	Agenda/Meeting Materials
9324	Minutes And Recordings

Regulation 1445: Response To Immigration Enforcement **Status:** ADOPTED

Original Adopted Date: 01/01/2026 | **Last Reviewed Date:** 01/01/2026

Responding to Requests for Information or Documents

Upon receiving any request by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household, or a district employee as described in the accompanying Board policy, district staff shall deny the request, to the extent practicable, unless any of the following apply: (Education Code 234.7; 34 CFR 99.30, 34 CFR 99.31)

1. The request is for student directory information

   District staff shall respond to the request in accordance with Board Policy/Administrative Regulation 5125.1 - Release of Directory Information.

2. The district is required to release the records or information by state or federal law, in order to administer a state or federally supported educational program, or due to a valid judicial subpoena, judicial warrant, or court order

3. For records or information about a student or a student's family or household, the parent/guardian has provided written consent unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency or, if the student is at least 18 years age, the student has provided written consent

   Such written consent shall include all of the following: (34 CFR 99.30)

   a. The signature and signature date of the parent/guardian, or student if the student is at least 18 years of age

   b. A description of the records to be disclosed

   c. The reason for the release of information

   d. The parties or class of parties receiving the information

   e. A copy of the records to be released, if requested by the parent/guardian or student

4. For records or information about a district employee, the employee has provided written consent and the district's human resource department or equivalent has been consulted

   Such written consent shall include all of the following:

   a. The signature and signature date of the employee

b. A description of the records to be disclosed

c. The reason for the release of information

d. The parties or class of parties receiving the information

e. A copy of the records to be released, if requested by the employee

Regardless of whether the district discloses the requested records or information, district staff shall do all of the following when such a request has been received:

1. Make a copy of the request and notify the Superintendent or designee

2. For requests regarding student information, provide the student's parent/guardian, or the student, if the student is at least 18 years of age, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency

3. For requests regarding district employee information, provide the employee with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a valid judicial subpoena, judicial warrant or court order.

Responding to Requests for Access to Students or for Access to District-Provided Transportation, Nonpublic Area of District Property or Facility, or Nonpublic Area in which District-Sponsored Activity is Occurring

If an officer or employee of an agency conducting immigration enforcement requests access to a student, such as for purposes of interviewing, searching, or detaining the student, or permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, district staff shall take the following actions:

1. Advise the officer or employee that before district staff can respond to the request, they must first receive notification and direction from the Superintendent, principal, or designee

2. Request to see and record or otherwise document the officer's or employee's valid identification, including the officer's or employee's name and, if applicable, badge number, the phone number of the officer's or employee's supervisor

3. Request that the officer or employee produce any documentation that authorizes the officer's or employee's request, make copies of all such documentation, and retain at least one copy for district records

4. Contact and consult with the district's legal counsel or Superintendent or designee

5. Follow the direction from the district's legal counsel or Superintendent or designee

For a request to access a student, the district shall deny the request unless any of the following apply: (Education Code 234.7)

1. The officer or employee provides a valid judicial warrant or court order

2. District staff receives parent/guardian consent or, if the student is at least 18 years of age, the student's consent, unless the officer or employee presents a valid judicial warrant or court order that authorizes and directs the district to give such permission without parent/guardian consent or, if the student is at least 18 years of age, the student's consent

Regardless of whether the officer or employee is given access to the student, the student's parent/guardian shall be immediately notified, unless prohibited by a valid judicial warrant or court order, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

Additionally, district staff shall notify the Superintendent or designee as early as possible of any request by an officer or employee of an agency conducting immigration enforcement for access to a student. (Education Code 234.7)

For a request for permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, the district shall deny the request unless any of the following apply: (Education 234.7)

1. The officer or employee provides a valid judicial warrant or court order

2. Permission is required to be granted by state or federal law or in order to administer a state or federally supported educational program

3. The officer or employee is a sworn law enforcement officer, declares that exigent circumstances exist, and demands immediate access

In this situation, district staff shall comply with the officer's or employee's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

An officer or employee of an agency conducting immigration enforcement who, pursuant to this administrative regulation, is granted permission to enter district property or facilities which are not open to all visitors shall first register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer or employee is a sworn law enforcement officer and states that exigent circumstances exist. (Penal Code 627.2, 627.3)

The Superintendent or designee shall email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a student or a school site for immigration enforcement purposes.

Responding to Immigration Enforcement Activity on District Property

When any officer or employee of an agency conducting immigration enforcement is actually or imminently present on district property, district staff shall notify staff working at the property and, if the district property is a school, the parents/guardians of students at the school in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan.

District staff shall report the presence of any officer or employee of an agency conducting immigration enforcement on district property to district police and other appropriate administrators.

District staff shall not obstruct, interfere with, or otherwise impede, or attempt to obstruct, interfere with, or otherwise impede, any officer or employee of an agency conducting immigration enforcement, even if the officer or employee appears to be acting outside the law or in excess of the stated or documented authorization. If such an officer or employee enters the premises without consent, district staff shall document their actions but only to the extent that documentation does not impede their actions and shall, at all times, obey any direction from such officers or employees.

After all officers and employees of an agency conducting immigration enforcement leave, each district staff member who observed or interacted with them shall promptly provide the following to the district's legal counsel or other district official designated by the Superintendent:

1. Copies of any information and documents collected from the officers or employees such as valid identification, name, badge number, phone number of the officer's or employee's supervisor, and documentation that authorizes the officer's or employee's request
2. The identity of all other district staff known to have communicated with the officers or employee
3. A description of all requests and activities by the officers and employees
4. The type of documentation, such as a warrant or subpoena, that authorized the officer's or employee's request or actions
5. District staff's response to the officer's or employee's request
6. Written notes of any other actions taken by and any other interactions with any officer or employee

Responding to the Detention or Deportation of Student's Parent/Guardian

The Superintendent or designee shall encourage parents/guardians to update their emergency contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use information provided on the emergency cards in response to specific emergency situations and not for any other purpose. (Education Code 234.7)

Additionally, the Superintendent or designee may encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be

prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit. (Education Code 234.7)

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, an U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Civ. Code 1798.3	Information Practices Act of 1977; definitions
Ed. Code 200	Prohibition of discrimination
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 32282	Comprehensive School Safety Plan
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48906	Exception to parent/guardian notifications
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Fam. Code 6552	Caregiver's authorization affidavit

Gov. Code 7285-7285.3	Prohibitions on Employer Cooperation with Immigration Enforcement Agents
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises
Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.30-99.31	FERPA Regulations
U.S. Constitution, Fourth Amendment	Unreasonable search and seizure
Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
Court Decision	Plyler v. Doe (1982) 457 U.S. 202
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
Website	California Office of the Attorney General
Website	CSBA
Website	U.S. Department of Education
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Civil Rights Department

Cross References

Code	**Description**
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders

1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3555	Nutrition Program Compliance
3555	Nutrition Program Compliance
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5131.2	Bullying
5131.2	Bullying
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.3	Civic Education

6143	Courses Of Study
6143	Courses Of Study
6175	Migrant Education Program
6175	Migrant Education Program

Regulation 5125.1: Release Of Directory Information **Status:** ADOPTED

Original Adopted Date: 11/01/2011 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

Definition

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes: (Education Code 49061; 20 USC 1232g; 34 CFR 99.3)

1. Name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Major field of study
7. Participation record in officially recognized activities and sports
8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

Directory information does not include a student's social security number or student identification number. However, for purposes of accessing or communicating in electronic systems, directory information may include a student identification number, user identification, or other personal identifier used by the student provided that the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user. (34 CFR 99.3)

Directory information does not include the citizenship status, immigration status, place of birth, or any other information indicating national origin of a student or the student's family member.

Notification to Parents/Guardians

At the beginning of each school year, all parents/guardians shall be notified as to the categories of directory information the district plans to release and the recipients of the information. Additionally,

the notification shall inform parents/guardians of their right to refuse to let the district designate any or all types of information about their student as directory information, how to refuse release of directory information about their student, and the period of time within which a parent/guardian must notify the district in writing that the parent/guardian does not want a certain category of information about their student designated as directory information. (Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37)

In addition, the annual parent/guardian notification shall include a statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin and that the district will not release such information without parent/guardian consent or a court order.

The Superintendent or designee shall notify parents/guardians that they may request that the district not release the name, address, email address, and telephone number of their child to military recruiters, employers, or institutions of higher education without prior written consent. (10 USC 503, 20 USC 7908)

Parent/Guardian Consent

A student's directory information shall not be released if the student's parent/guardian has notified the district in writing that such information shall not be disclosed. (Education Code 49073; 20 USC 1232g, 7908)

The directory information of a student identified as a student experiencing homelessness shall not be released, unless the student's parent/guardian, or the student if 18 years of age or older, has provided written consent that directory information may be released. However, the directory information of a student experiencing homelessness may be disclosed for the purpose of facilitating an eye examination by a nonprofit eye examination provider or a free oral health assessment hosted by a district school, unless the student's parent/guardian, or student accorded parental rights, has provided written notice to the school that consent to such exam(s) is not given. (Education Code 49073; 20 USC 1232g, 7908; 42 USC 11434a)

For a former student, the district shall continue to honor any valid request to opt out of the disclosure of directory information made while the student was in attendance at the district, unless the opt-out request has been rescinded. (34 CFR 99.37)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 48985	Notices to parents/guardians in language other than English
Ed. Code 49061	Definitions; directory information

Ed. Code 49063	Notification of parents/guardians of their rights
Ed. Code 49073	Release of directory information
Ed. Code 49073.2	Privacy of student and parent/guardian personal information; minutes of board meeting
Ed. Code 49073.5	Directory information; military representatives; telephone numbers
Ed. Code 49603	On campus access to employers and military services

Federal	**Description**
10 USC 503	Military recruiter access to directory information
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 7908	Armed forces recruiter access to students and student recruiting information
34 CFR 99.1-99.67	Family Educational Rights and Privacy
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
U.S. Department of Education Publication	Model Notice for Directory Information, March 2011
U.S. Department of Education Publication	Dear Colleague Letter Regarding Military Recruiter Provisions of ESEA, November 2016
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	California Attorney General's Office
Website	U.S. Department of Education, Office of the Chief Privacy Officer

Cross References

Code	**Description**
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113	District And School Websites

1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1260	Educational Foundation
1340	Access To District Records
1340	Access To District Records
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
3515	Campus Security
3515	Campus Security
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040	Employee Use Of Technology
4119.23	Unauthorized Release Of Confidential/Privileged Information
4135	Soliciting And Selling
4219.21	Professional Standards
4219.21	Professional Standards
4219.23	Unauthorized Release Of Confidential/Privileged Information
4235	Soliciting And Selling
4319.21	Professional Standards
4319.21	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4335	Soliciting And Selling
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5125	Student Records
5125	Student Records
5131.1	Bus Conduct
5131.1	Bus Conduct
5145.12	Search And Seizure
5145.12	Search And Seizure

5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
6164.2	Guidance/Counseling Services
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
9324	Minutes And Recordings

Regulation 5125: Student Records **Status:** ADOPTED

Original Adopted Date: 12/01/2014 | **Last Revised Date:** 01/01/2026 | **Last Reviewed Date:** 01/01/2026

Definitions

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Adult student is a person who is or was enrolled in the district and who is at least 18 years of age. (5 CCR 430)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

District officials and employees are officials or employees, including teachers, whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require access to student records. (34 CFR 99.31)

Legitimate educational interest is an interest held by any district official, employee, contractor, or consultant whose official duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require access to information contained in student records.

Mandatory interim student records are those records which the district is directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law,

regulation, or administrative directive. (5 CCR 430)

Mandatory permanent student records are those records which are maintained in perpetuity and which the district has been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family
4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of the employee's duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 34 CFR 99.3)

1. Directory information
2. Informal notes compiled by a district official or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee

3. Records of the law enforcement unit of the district, as specified in 34 CFR 99.8

4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student

5. Grades on peer-graded papers before they are collected and recorded by a teacher

Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than 18 years of age, including the parent who is not the student's custodial parent (Education Code 49069.7; Family Code 3025)

   However, the district shall not disclose student records to a party, including a parent/guardian, who is legally prohibited from accessing records and information of a student pursuant to a restraining order. (Family Code 6323.5)

2. An adult student, or a student under 18 years of age, who attends a postsecondary institution, in which case the student alone shall exercise rights related to the student's records and grant consent for the release of records (34 CFR 99.3, 99.5)

3. Parents/guardians of an adult student with exceptional needs who is 18 years of age or older and has been declared incompetent under state law (Education Code 56041.5)

Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or other legally authorized purpose:

1. Parents/guardians of a student 18 years of age or older who is a dependent child as defined in 26 USC 152 (Education Code 49076; 34 CFR 99.31)

2. Students who are 16 years of age or older or who have completed the 10th grade (Education Code 49076)

3. District officials and employees, consistent with the definition provided in "Definitions," above (Education Code 49076; 34 CFR 99.31)

4. Members of a school attendance review board (SARB) appointed pursuant to Education Code 48321 who are authorized representatives of the district and any volunteer aide 18 years of age or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

5. Officials and employees of other districts, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state

correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR 99.31)

Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another district, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at the last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

6. The Student Aid Commission, to provide the grade point average (GPA) of all district students in grade 12 and, when required, verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program

   However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

   No later than January 1 each year, the Superintendent or designee shall notify each student in grade 11, and the student's parents/guardians if the student is under 18 years of age, that the student's GPA will be forwarded to the Student Aid Commission by October 1, unless the student opts out within a period of time specified in the notice, which shall not be less than 30 days. (Education Code 69432.9)

   Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number. (Education Code 69432.9)

7. The California College Guidance Initiative (CCGI) in accordance with a data sharing agreement pursuant to Education Code 60900, to provide data for use when planning for and applying to California public colleges and universities (Education Code 60900, 60900.5)

8. Federal, state, and local officials, as needed for an audit or evaluation of, or compliance with, a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)

9. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to Item #8 above (Education Code 49076)

10. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

    Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial

order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

11. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)

12. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)

13. Any probation officer, district attorney, or counsel of record for a student who is a minor for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

    When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

14. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

    In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

15. A foster family agency with jurisdiction over a currently enrolled or former student; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined (Education Code 49076)

    Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by the district for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district. (Education Code 49069.3)

16. A student 14 years of age or older who is an unaccompanied minor experiencing homelessness as defined in 42 USC 11434a (Education Code 49076)

17. An individual who completes items #1-4 of the Caregiver's Authorization Affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)

18. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility in accordance with state or tribal law for the care and protection of a student, provided that the individual is authorized by the agency or organization to receive the records and the information requested is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232g)

19. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with exceptional needs who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

    When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in Item #13 above. (Education Code 49076)

20. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written consent by a parent/guardian, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5)

    In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another district in California or any other state or to a California private school. (Education Code 49076.5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act (FERPA). (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Additionally, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49061, 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. (Education Code 49061)

Discretionary Access

At the discretion of the Superintendent or designee, information may be released from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of the student or other persons (Education Code 49076; 34 CFR 99.31, 99.32, 99.36)

    When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations in order to carry out their accrediting functions (Education Code 49076; 34 CFR 99.31)

3. Organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that: (Education Code 49076; 34 CFR 99.31)

    a. The study is conducted in a manner that does not permit personal identification of students or parents/guardians by individuals other than representatives of the organization who have legitimate interests in the information

    b. The information is destroyed when no longer needed for the purposes for which the study is conducted

    c. The district enters into a written agreement with the organization that complies with 34 CFR 99.31

4. Officials and employees of other districts, private schools, or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)

5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)

6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract with the district, excluding volunteers or other parties (Education Code 49076)

7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or the student's parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid (Education Code 49076; 34 CFR 99.31)

8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the limits set by 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076; 34 CFR 99.37)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or

organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or FERPA. (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Persons Generally Denied Access

A request for student records by an officer or employee of an agency conducting immigration enforcement shall be denied except in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

De-identification of Records

When authorized by law for any program audit, educational research, or other purpose, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; 20 USC 1232g; 34 CFR 99.31)

Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained at different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians and adult students shall be notified of the location of student records if not centrally located. (Education Code 49069.7; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

The custodian of records shall develop reasonable methods, including physical, technological, and administrative policy controls, to ensure that district officials and employees obtain access to only those student records in which they have legitimate educational interests. (Education Code 49076; 5 CCR 431; 34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

Within five business days following the date of request, the authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069.7; 5 CCR 431)

When required by law, a student's parent/guardian or an adult student shall provide written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian or adult student, the district shall provide a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian or adult student refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069.7)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

Additionally, the custodian of records shall make an entry in the log regarding any request for record(s) that was denied and the reason for the denial.

The log need not include requests for access to records by: (Education Code 49064)

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who have received written consent by a parent/guardian and have provided it to the district, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. District officials and employees who have a legitimate educational interest

The log shall be open to inspection only by the parent/guardian, adult student, dependent adult student, custodian of records, and certain state or federal officials specified in Education Code 49064. (Education Code 49064; 5 CCR 432)

Duplication of Student Records

To provide copies of any student record, the district may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

Changes to Student Records

Only a parent/guardian having legal custody of a student or a student who is 18 years of age or is attending an institution of postsecondary education may challenge the content of a record or offer a written response to a record. (Education Code 49061)

No addition or change shall be made to a student's record after high school graduation or permanent departure, other than routine updating, unless required by law or with prior consent of the parent/guardian or adult student. (Education Code 49070; 5 CCR 437)

Any request to change a student's legal name in the student's mandatory permanent student record shall be accompanied with appropriate documentation.

Any challenge to the content of a student's record shall be filed in accordance with Education Code 49070 and the process specified in Administrative Regulation 5125.3 - Challenging Student Records.

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date
3. Sex of student
4. Name and address of parent/guardian of minor student
    a. Address of minor student if different from the above
    b. Annual verification of parent/guardian's name and address and student's residence
5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given towards graduation

7. Verification of or exemption from required immunizations

8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor

2. A log identifying persons or organizations who request or receive information from the student record

3. Health information, including verification or waiver of the health screening for school entry

4. Information on participation in special education programs, including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge

5. Language training records

6. Progress slips/notices required by Education Code 49066 and 49067

7. Parent/guardian restrictions/stipulations regarding access to directory information

8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action

9. Parent/guardian authorization or prohibition of student participation in specific programs

10. Results of standardized tests administered within the past three years

11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program and their usefulness ceases, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings

2. Standardized test results older than three years

3. Routine discipline data

4. Verified reports of relevant behavioral patterns

5. All disciplinary notices

6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into the district from any other district, a private school, or school system, the Superintendent or designee shall inform the student's parent/guardian of rights regarding student records, including a parent/guardian's right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in the student's suspension or expulsion. (Education Code 48201)

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

Additionally, when a student in foster care is enrolling in a district school, the district's liaison for foster youth shall contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records. (Education Code 48853.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of damage or loss of district property, this information shall be sent to the requesting district along with the student's records.

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with exceptional needs. (Education Code 48985, 49063; 5 CCR 431; 34 CFR 99.7)

The notice shall include: (Education Code 49063, 60900.5; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining district officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school
12. The sharing with CCGI of specified district data and data collected by the California Department of Education for the purposes of college admissions, academic placement, and eligibility for student financial aid (Education Code 60900)
13. Any other rights and requirements set forth in Education Code 49060-49085, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g
14. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

Additionally, the annual parent/guardian notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Student Records from Social Media

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall: (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety

2. Provide a student with access to any information that the district obtained from the student's social media activity and an opportunity to correct or delete such information

3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first

4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in Item #3 above

   Additionally, the notification shall include, but is not limited to, an explanation of the process by which a student or the student's parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parent/guardian notification required pursuant to Education Code 48980.

5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:

   a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or the student's parent/guardian

   b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

Updating Name and/or Gender of Former Students

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to include the updated legal name and/or gender. Upon request by the former student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. (Education Code 49062.5)

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information: (Education Code 49062.5)

1. The date of the request

2. The date the requested records were reissued to the former student

3. A list of the records that were requested by and reissued to the former student

4. The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender

5. The name of the employee who completed the request

6. The current and former names and/or genders of the student

Any former student who submits a request to change the legal name and/or gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and Administrative Regulation 5125.3 - Challenging Student Records. (Education Code 49062.5)

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	Student Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Code of Civil Procedure 1985.3	Subpoena duces tecum
Ed. Code 17604	Delegation of powers to agents
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 33328.5	Statewide AI Task Force
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48853.5	Foster youth; placement, immunizations
Ed. Code 48902	Notification of law enforcement of specified violations
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English

Ed. Code 49060-49079	Student records
Ed. Code 49091.14	Parent/guardian review of curriculum
Ed. Code 51745	Independent study
Ed. Code 56041.5	Rights of students with disabilities
Ed. Code 56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 69475	Conditional repeal of Cal Grant program
Fam. Code 3025	Access to records by noncustodial parents
Fam. Code 6323.5	Ex parte orders
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7920.000-7930.215	California Public Records Act
H&S Code 120440	Immunizations; disclosure of information
Pen. Code 245	Assault with deadly weapon
W&I Code 16010	Health and education records of a minor
W&I Code 681	Truancy petitions
W&I Code 701	Juvenile court law

Federal	**Description**
15 USC 6501-6506	Children's Online Privacy Protection Act
16 CFR Part 312	Children's Online Privacy Protection Rule
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Protection of Pupil Rights Amendment
26 USC 152	Definition of dependent child
34 CFR 300.501	Opportunity to examine records for parents/guardians of student with disability
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CSBA Publication	Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know, September 2023

CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Federal Register	Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855
U.S. Department of Education Publication	IDEA and FERPA Crosswalk: A side-by-side comparison of the privacy provisions under Parts B and C of the IDEA and FERPA, August 2022
U.S. Department of Education Publication	School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA), February 2019
U.S. Department of Education Publication	An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA), March 2023
U.S. Department of Education Publication	A Parent Guide to the Family Educational Rights and Privacy Act (FERPA), July 2021
U.S. Department of Education Publication	Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, Oct 2007
U.S. Department of Education Publication	Joint Guidance on the Application of FERPA and HIPAA to Student Health Records, November 2008
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California IT in Education, Student Data Privacy
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	California Office of the Attorney General
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0441	Artificial Intelligence
1100	Communication With The Public
1113	District And School Websites

1113	District And School Websites
1113	District And School Websites
1114	District-Sponsored Social Media
1114	District-Sponsored Social Media
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
3250	Transportation Fees
3250	Transportation Fees
3260	Fees And Charges
3260	Fees And Charges
3290	Gifts, Grants And Bequests
3312	Contracts
3515	Campus Security
3515	Campus Security
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
3555	Nutrition Program Compliance
3555	Nutrition Program Compliance
3580	District Records
3580	District Records
4040	Employee Use Of Technology
4040	Employee Use Of Technology
4112.6	Personnel Files

4113.5	Working Remotely
4117.7	Employment Status Reports
4119.23	Unauthorized Release Of Confidential/Privileged Information
4158	Employee Security
4158	Employee Security
4212.6	Personnel Files
4213.5	Working Remotely
4219.21	Professional Standards
4219.21	Professional Standards
4219.23	Unauthorized Release Of Confidential/Privileged Information
4258	Employee Security
4258	Employee Security
4312.6	Personnel Files
4313.5	Working Remotely
4317.7	Employment Status Reports
4319.21	Professional Standards
4319.21	Professional Standards
4319.23	Unauthorized Release Of Confidential/Privileged Information
4358	Employee Security
4358	Employee Security
5000	Concepts And Roles
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5021	Noncustodial Parents
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5111.2	Nonresident Foreign Students
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance

5112.2	Exclusions From Attendance
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5113.2	Work Permits
5113.2	Work Permits
5119	Students Expelled From Other Districts
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.2	Withholding Grades, Diploma Or Transcripts
5125.3	Challenging Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.61	Drug Testing
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5131.9	Academic Honesty
5138	Conflict Resolution/Peer Mediation
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.23	Asthma Management

5141.23	Asthma Management
5141.24	Specialized Health Care Services
5141.26	Tuberculosis Testing
5141.27	Food Allergies/Special Dietary Needs
5141.27	Food Allergies/Special Dietary Needs
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.33	Head Lice
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
5142.1	Identification And Reporting Of Missing Children
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5144.4	Required Parental Attendance
5144.4	Required Parental Attendance
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5146	Married/Pregnant/Parenting Students

5148	Child Care And Development
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
5148.3	Preschool/Early Childhood Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6143	Courses Of Study
6143	Courses Of Study
6145.2	Athletic Competition
6145.2	Athletic Competition
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.2	Certificate Of Proficiency/High School Equivalency
6146.2	Certificate Of Proficiency/High School Equivalency
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6159.1	Procedural Safeguards And Complaints For Special Education
6159.1	Procedural Safeguards And Complaints For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education
6159.3	Appointment Of Surrogate Parent For Special Education Students
6159.3	Appointment Of Surrogate Parent For Special Education Students
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6162.8	Research
6162.8	Research
6163.4	Student Use Of Technology

6163.4	Student Use Of Technology
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6173.3	Education For Juvenile Court School Students
6175	Migrant Education Program
6175	Migrant Education Program
6178.1	Work-Based Learning
6178.1	Work-Based Learning
9011	Disclosure Of Confidential/Privileged Information
9012	Board Member Electronic Communications
9321	Closed Session
9321	Closed Session
9321	Closed Session

KERN COUNTY SUPERINTENDENT OF SCHOOLS
"B" WARRANT AUTHORIZATION FOR PAYMENT

EL TEJON UNIFIED SCHOOL DISTRICT DATE 01/12/2026

Total Cash Disbursement: $61, 646.89
Batch: 0044

We, and each of the undersigned, as members of the governing board or agent, by signature hereto approve each and every and all of the listed orders as proper and legal charges against school district funds.

Misty Johnston _____ _____
Chief Business Official, Trustee/Authorized Agent Trustee

_____ _____ _____
Trustee Trustee Trustee

Batch status: A All
From batch: 0044
To batch: 0044
Include Revolving Cash: Y
Include Address: N
Include Object Desc: N
Include Vendor TIN: Y

088 EL TEJON UNIFIED J17320 ACCOUNTS PAYABLE PRELIST APY500 L.00.25 01/12/26 09:31 PAGE 1
BATCH: 0044 January 5, 2026 << Open >>
FUND : 01 GENERAL FUND

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA num Account num	T9MPS	EE ES Liq	E-Term Amt	E-ExtRef Net Amount
880851/00 Agile Occupational Medicine			872679604						
PV-260628	01/06/2026	EM058912		01-0000-0-5800.00-0000-7200-010-00-000-0000	NN				225.00
PV-260628	01/06/2026	EM062771		01-0000-0-5800.00-0000-7200-010-00-000-0000	NN				370.00
				TOTAL PAYMENT AMOUNT	595.00 *				595.00
006170/00 Canelli Plumbing			852213289						
PV-260640	01/06/2026	4577_MOT BLDG GasLineRepair		01-8150-0-5600.00-0000-8100-010-00-000-0000	NY				3,200.00
PV-260641	01/06/2026	4583_ExposedWaterLine FMHS		01-8150-0-5600.00-0000-8100-007-00-000-0000	NY				590.00
				TOTAL PAYMENT AMOUNT	3,790.00 *				3,790.00
006019/00 Corey Hansen			000000000						
PV-260627	01/05/2026	REIMBURS_DG 10-30-25		01-0000-0-4300.00-1110-1000-001-00-000-0000	NN				7.31
PV-260627	01/05/2026	REIMBURS_PD_FFA_11/16/25		01-6387-0-5200.00-3800-1000-001-00-000-1010	NN				51.02
PV-260627	01/05/2026	REIMBURS_EHCYFoodBaskets11/		01-5630-0-4300.00-1110-1000-001-00-000-0000	NN				188.45
PV-260642	01/06/2026	REIMBURS_PD CATA11/16/25		01-6387-0-5200.00-3800-1000-001-00-000-1010	NN				59.28
PV-260642	01/06/2026	REIMBURS_CTEIG LDRSHPMEET10		01-6387-0-5200.00-3800-1000-001-00-000-1010	NN				184.30
PV-260643	01/06/2026	REIMBURS_SVAMeet10/10/25		01-6332-0-5200.00-1110-1000-001-00-000-0000	NN				32.50
PV-260643	01/06/2026	REIMBURS_PD_GAS9/25/25		01-6332-0-5200.00-1110-1000-001-00-000-0000	NN				99.96
PV-260644	01/06/2026	REIMBURS_PD GAS 11/17/25		01-2600-0-5200.00-1110-1000-001-00-000-1010	NN				35.00
PV-260644	01/06/2026	REIMBURS_PD Supplies 11/1/2		01-2600-0-5200.00-1110-1000-001-00-000-1010	NN				5.99
PV-260645	01/06/2026	REIMBURS_LCAP 1.7 9/29/25		01-0044-0-4300.00-1110-1000-001-00-000-1007	NN				8.89
PV-260645	01/06/2026	REIMBURS_CTEIG PD		01-6387-0-5200.00-3800-1000-001-00-000-1010	NN				32.14
PV-260645	01/06/2026	REIMBURS_LCAP 3.12 11/28/25		01-0044-0-4300.00-1110-1000-001-00-000-3012	NN				30.63
PV-260647	01/07/2026	REIMBURS_		01-6385-0-4300.00-3800-1000-001-00-000-0000	NN				25.95
PV-260647	01/07/2026	REIMBURS_COMMSchool		01-6332-0-4300.00-1110-2495-001-00-000-0000	NN				25.97
				TOTAL PAYMENT AMOUNT	727.39 *				727.39
000042/00 FRAZIER PARK LUMBER & ACE			922121267						
260064 PO-260064	01/06/2026	STATEMENT 12/31/25 JOB 0 2		01-0000-0-4300.00-0000-8100-010-00-000-0000	NN	P	22.81		781.78
				TOTAL PAYMENT AMOUNT	781.78 *				781.78
000044/00 FRAZIER PARK UTILITY			000000000						
PV-260633	01/06/2026	177_12/30/25		01-0000-0-5500.04-0000-8100-002-00-000-0000	NN				388.05
				TOTAL PAYMENT AMOUNT	388.05 *				388.05

Vendor/Addr Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num	Account num	EE ES Liq	E-Term Amt	E-ExtRef Net Amount
880732/00	Gibbs Truck Centers									
	PV-260632	01/06/2026	418626B		01-0000-0-4300.00-0000-3600-010-00-000-0000 NN					489.85
					TOTAL PAYMENT AMOUNT		489.85 *			489.85
880909/00	Jazzlyn Delahunt			000000000						
	PV-260649	01/07/2026	REPRINT_Warrant45132373		01-0000-0-9506.00-0000-0000-000-00-000-0000 NY					85.00
					TOTAL PAYMENT AMOUNT		85.00 *			85.00
880811/00	Leader Services			231693805						
	PV-260629	01/06/2026	CDS 7494		01-9010-0-5800.00-0000-2700-010-00-000-0000 NN					32.17
					TOTAL PAYMENT AMOUNT		32.17 *			32.17
008041/00	Lebec Parts, LLC/CQ of Lebec									
	PV-260624	01/05/2026	STATEMENT 12/31/25		01-0000-0-4300.00-0000-3600-010-00-000-0000 NN					432.50
					TOTAL PAYMENT AMOUNT		432.50 *			432.50
880705/00	Perseverance Educational Con.									
	PV-260646	01/07/2026	032026		01-6332-0-5800.00-1110-1000-007-00-000-0000 NN					8,000.00
	PV-260646	01/07/2026	022026		01-6332-0-5800.00-1110-1000-001-00-000-0000 NN					17,500.00
					TOTAL PAYMENT AMOUNT		25,500.00 *			25,500.00
880631/00	SCHOOL WEBMASTERS LLC			200132812						
	PV-260626	01/05/2026	15896 ANNUAL WEBSITE SUBSCR		01-0000-0-5800.00-1110-1000-010-00-000-3006 NN					4,056.00
					TOTAL PAYMENT AMOUNT		4,056.00 *			4,056.00
000100/00	SOUTHERN CALIFORNIA GAS CO			000000000						
	PV-260634	01/06/2026	157 316 7500 3_11/26-12/26/		01-0000-0-5500.02-0000-8100-001-00-000-0000 NN					3,684.88
	PV-260635	01/06/2026	067 038 4621 9_11/28-12/29/		01-0000-0-5500.02-0000-8100-007-00-000-0000 NN					180.81
	PV-260636	01/06/2026	056 516 8001 8_11/26-12/29/		01-0000-0-5500.02-0000-8100-007-00-000-0000 NN					6,545.31
	PV-260637	01/06/2026	155 216 7500 7_11/26-12/29/		01-0000-0-5500.02-0000-8100-010-00-000-0000 NN					310.09
	PV-260638	01/06/2026	146 816 7500 6_11/26-12/29/		01-0000-0-5500.02-0000-8100-010-00-000-0000 NN					32.72
	PV-260639	01/06/2026	083 816 8200 7_11/26-12/29/		01-0000-0-5500.02-0000-8100-002-00-000-0000 NN					1,888.45
					TOTAL PAYMENT AMOUNT		12,642.26 *			12,642.26

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num / Deposit type / ABA num / Account num	EE ES / Liq Amt	E-Term / Net Amount	E-ExtRef Amount
008223/00 TTF Holdings Lockbox			261251927			
PV-260625	01/05/2026	21333597	01-6500-0-5800.00-5770-3150-010-00-000-0000 NN			98.40
			TOTAL PAYMENT AMOUNT 98.40 *			98.40
880884/00 Terminix Processing Center						
PV-260631	01/06/2026	467222862	01-0000-0-5500.07-0000-8100-001-00-000-0000 NN			186.85
			TOTAL PAYMENT AMOUNT 186.85 *			186.85
008270/00 XIT Solutions			954492720			
260135 PO-260135	01/05/2026	INV207719	1 01-0044-0-4300.00-0000-7700-010-00-000-1018 NN P	7,083.06		7,083.06
			TOTAL PAYMENT AMOUNT 7,083.06 *			7,083.06
			TOTAL FUND PAYMENT 56,888.31 **			56,888.31

Vendor/Addr Remit name / Req Reference / Date / Description	Tax ID num / Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num / Account num	EE ES / Liq Amt	E-Term / Net Amount	E-ExtRef / Amount
005385/00 CORE-MARK US, LLC	364382177				
PV-260650 01/12/2026 30358642025023	13-5310-0-4700.00-0000-3700-010-00-000-0000 NN				289.99
PV-260650 01/12/2026 34553492025023	13-5310-0-4700.00-0000-3700-010-00-000-0000 NN				304.92
TOTAL PAYMENT AMOUNT	594.91 *				594.91
003535/00 JORDANO'S					
PV-260648 01/07/2026 7316918	13-5310-0-4700.00-0000-3700-010-00-000-0000 NN				4,058.39
TOTAL PAYMENT AMOUNT	4,058.39 *				4,058.39
003389/00 TK Elevator Corporation	000000000				
PV-260630 01/06/2026 3009175834	13-5310-0-5800.00-0000-3700-010-00-000-0000 NN				105.28
TOTAL PAYMENT AMOUNT	105.28 *				105.28
TOTAL FUND PAYMENT	4,758.58 **				4,758.58
TOTAL BATCH PAYMENT	61,646.89 ***		0.00		61,646.89
TOTAL DISTRICT PAYMENT	61,646.89 ****		0.00		61,646.89
TOTAL FOR ALL DISTRICTS:	61,646.89 ****		0.00		61,646.89

Number of checks to be printed: 18, not counting voids due to stub overflows. 61,646.89

KERN COUNTY SUPERINTENDENT OF SCHOOLS
"B" WARRANT AUTHORIZATION FOR PAYMENT

EL TEJON UNIFIED SCHOOL DISTRICT DATE 01/16/2026

Total Cash Disbursement: $53,570.94
Batch: 0045

We, and each of the undersigned, as members of the governing board or agent, by signature hereto approve each and every and all of the listed orders as proper and legal charges against school district funds.

Misty Johnston _____ _____
Chief Business Official, Trustee/Authorized Agent Trustee

_____ _____ _____
Trustee Trustee Trustee

Batch status: A All
From batch: 0045
To batch: 0045
Include Revolving Cash: Y
Include Address: N
Include Object Desc: N
Include Vendor TIN: Y

088 EL TEJON UNIFIED J21063 ACCOUNTS PAYABLE PRELIST APY500 L.00.25 01/16/26 10:09 PAGE 1
BATCH: 0045 January 12, 2026 << Open >>
FUND : 01 GENERAL FUND

Vendor/Addr / Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SITE-T2-TY3-TYP4 T9MPS	ABA num	Account num	EE	ES	E-Term Liq Amt	E-ExtRef Net Amount
008141/00	ACCO Engineered Systems, Inc.			951625123							
	PV-260674	01/13/2026	20774485		01-8150-0-5600.00-0000-8100-007-00-000-0000 NN						4,969.00
					TOTAL PAYMENT AMOUNT		4,969.00 *				4,969.00
003441/00	ALEXANDRA CRANE										
	PV-260673	01/12/2026	REIMBURS_REG.FEE_CMC_1/9/20		01-7435-0-5200.00-1110-1000-007-00-000-1010 NN						600.00
					TOTAL PAYMENT AMOUNT		600.00 *				600.00
880794/00	Ashley Frederick			000000000							
	PV-260682	01/15/2026	CHEER,SVA,FFA ATTIRE 1/12/2		01-2600-0-4300.00-1110-1000-001-00-000-0000 NY						1,507.50
					TOTAL PAYMENT AMOUNT		1,507.50 *				1,507.50
003390/00	BOYS & GIRLS CLUBS OF BAKERS			952462246							
	PV-260675	01/13/2026	11ETASES2526(ETS)		01-6010-0-5100.00-1110-4000-001-00-000-0000 NN						2,325.78
	PV-260675	01/13/2026	11ETASES2526(FPS)		01-6010-0-5100.00-1110-4000-001-00-000-0000 NN						2,325.78
					TOTAL PAYMENT AMOUNT		4,651.56 *				4,651.56
880692/00	Blanca Harrizon			000000000							
	PV-260662	01/12/2026	ASSIST_2314_GRLSSOCCER1/6		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY						84.00
	PV-260662	01/12/2026	ASSIST_2303_BOYSSOCCER1/6		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY						84.00
					TOTAL PAYMENT AMOUNT		168.00 *				168.00
008038/00	Brady Industries			942289369	99 EFT						
260017	PO-260017	01/12/2026	11108692		1 01-0000-0-4300.00-0000-8100-010-00-000-0000 NY	P	402.90				402.90
260017	PO-260017	01/12/2026	9917489;10450167		1 01-0000-0-4300.00-0000-8100-010-00-000-0000 NY	M	0.00				-337.28
260017	PO-260017	01/15/2026	11145741		1 01-0000-0-4300.00-0000-8100-010-00-000-0000 NY	P	72.06				72.06
260017	PO-260017	01/15/2026	11145742		1 01-0000-0-4300.00-0000-8100-010-00-000-0000 NY	P	2,805.18				2,805.18
					TOTAL PAYMENT AMOUNT		2,942.86 *				2,942.86
002503/00	CHAMPION HARDWARE INC										
	PV-260681	01/14/2026	163687		01-8150-0-5600.00-0000-8100-001-00-000-0000 NN						217.19
	PV-260683	01/15/2026	163654		01-8150-0-5600.00-0000-8100-001-00-000-0000 NN						71.45
					TOTAL PAYMENT AMOUNT		288.64 *				288.64

Vendor/Addr Remit name / Req Reference / Date / Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num / Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
004432/00 Christy Zimmerman						
PV-260663 01/12/2026 REIMBURS_CalScienceCenterFE		01-6387-0-5800.00-3800-1000-007-00-000-1019	NN			25.00
TOTAL PAYMENT AMOUNT			25.00 *			25.00
008327/00 Cornelius, Kelvin	553111899					
PV-260676 01/13/2026 REF_1700_12/11_BOYSBBALL		01-4127-0-5800.00-1470-4200-007-00-000-3005	NY			93.00
PV-260676 01/13/2026 UMP_1713_12/11_GRLSBBALL		01-4127-0-5800.00-1470-4200-007-00-000-3005	NY			93.00
TOTAL PAYMENT AMOUNT			186.00 *			186.00
006195/00 Cruz Johnson	553353911					
PV-260677 01/13/2026 UMP_1700_12/11_BOYSBBALL		01-4127-0-5800.00-1470-4200-007-00-000-3005	NY			93.00
PV-260677 01/13/2026 TRAVEL_1700_12/11_BOYSBBALL		01-4127-0-5200.00-1470-4200-007-00-000-0000	NY			31.00
PV-260677 01/13/2026 REF_1713_12/11_GRLSBBALL		01-4127-0-5800.00-1470-4200-007-00-000-3005	NY			93.00
TOTAL PAYMENT AMOUNT			217.00 *			217.00
880945/00 Family aand Consumer	942838297					
PV-260680 01/14/2026 02609_REG.FEE_J.JOHNSTON		01-2600-0-5200.00-1110-1000-001-00-000-1010	NN			240.00
PV-260680 01/14/2026 02609_REG.FEE_J.JOHNSTON		01-6387-0-5200.00-3800-1000-007-00-000-0000	NN			240.00
TOTAL PAYMENT AMOUNT			480.00 *			480.00
000058/00 Kern County Supt of Schools	000000000					
PV-260651 01/12/2026 601656_PLC_C. Zimmerman		01-7435-0-5200.00-1110-1000-007-00-000-1010	NN			300.00
TOTAL PAYMENT AMOUNT			300.00 *			300.00
881011/00 Leobardo De Haro	000000000					
PV-260684 01/15/2026 REF_1564_1/13_GRLSOCCER		01-4127-0-5800.00-1470-4200-007-00-000-3005	NN			94.00
PV-260684 01/15/2026 ASSIST_1549_1/13_BOYSSOCCER		01-4127-0-5800.00-1470-4200-007-00-000-3005	NN			84.00
TOTAL PAYMENT AMOUNT			178.00 *			178.00
000200/00 MCKENNEY'S AIR CONDITIONING	953865780					
PV-260652 01/12/2026 131824		01-0000-0-5600.00-0000-8100-010-00-000-0000	NY			586.48
TOTAL PAYMENT AMOUNT			586.48 *			586.48

Vendor/Addr	Remit name / Req	Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
000089/00	MOUNTAINSIDE DISPOSAL				000000000						
		PV-260668	01/12/2026	N4855376651_DECEMBER 2025		01-0000-0-5500.05-0000-8100-010-00-000-0000 NN					1,828.50
		PV-260669	01/12/2026	N4855376617_DECEMBER 2025		01-0000-0-5500.05-0000-8100-010-00-000-0000 NN					110.00
		PV-260670	01/12/2026	N4855376656_DECEMBER 2025		01-0000-0-5500.05-0000-8100-010-00-000-0000 NN					1,425.83
		PV-260670	01/12/2026	N4855376616_DECEMBER 2025		01-0000-0-5500.05-0000-8100-010-00-000-0000 NN					287.93
		PV-260670	01/12/2026	N4855376633_DECEMBER 2025		01-0000-0-5500.05-0000-8100-010-00-000-0000 NN					287.93
				TOTAL PAYMENT AMOUNT		3,940.19 *					3,940.19
008732/00	Martin's Garage										
		PV-260653	01/12/2026	17011_Mercedes oil change		01-0000-0-5600.00-0000-3600-010-00-000-0000 NN					291.24
				TOTAL PAYMENT AMOUNT		291.24 *					291.24
881007/00	Oscar Reynaga				573496216						
		PV-260685	01/15/2026	ASSIST_1564_1/13_GRLSSOCCER		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY					84.00
		PV-260685	01/15/2026	TRAVEL_1564_1/13_GRSSOCCER		01-4127-0-5200.00-1470-4200-007-00-000-0000 NY					31.00
		PV-260685	01/15/2026	REF_1549_1/13_BOYSSOCCER		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY					94.00
				TOTAL PAYMENT AMOUNT		209.00 *					209.00
000079/00	PG&E				000000000						
		PV-260664	01/12/2026	7161651461-9_12/5-1/5/26		01-0000-0-5500.01-0000-8100-010-00-000-0000 NN					107.05
		PV-260665	01/12/2026	6828318149-0_12/5-1/5/26		01-0000-0-5500.01-0000-8100-001-00-000-0000 NN					3,958.28
		PV-260666	01/12/2026	6788651485_12/5-1/5/26		01-0000-0-5500.01-0000-8100-010-00-000-0000 NN					128.83
		PV-260667	01/12/2026	0047046880-6_12/5-1/5/26		01-0000-0-5500.01-0000-8100-001-00-000-0000 NN					99.45
				TOTAL PAYMENT AMOUNT		4,293.61 *					4,293.61
880833/00	Raul Rossil				000000000						
		PV-260686	01/15/2026	ASSIST_1564_1/13_GRLSSOCCER		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY					84.00
		PV-260686	01/15/2026	ASSIST_1549_1/13_BOYSSOCCER		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY					84.00
				TOTAL PAYMENT AMOUNT		168.00 *					168.00
880951/00	Robert Rossil				000000000						
		PV-260660	01/12/2026	REF_2314_1/6/26 GRLS Soccer		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY					94.00
		PV-260660	01/12/2026	Assist_2303_1/6_Boys Soccer		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY					84.00
				TOTAL PAYMENT AMOUNT		178.00 *					178.00

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num / Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SITE-T2-TY3-TYP4 T9MPS	ABA num Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
000094/00 SCHWEBEL PETROLEUM CO, INC	952962284				
260015 PO-260015 01/12/2026 315089	1	01-0000-0-4300.00-0000-3600-010-00-000-0000 NN	P	1,202.15	1,202.15
260015 PO-260015 01/15/2026 315359	1	01-0000-0-4300.00-0000-3600-010-00-000-0000 NN	P	1,856.10	1,856.10
TOTAL PAYMENT AMOUNT	3,058.25 *				3,058.25
000099/00 SOUTHERN CALIFORNIA EDISON	000000000				
PV-260654 01/12/2026 7002250339B0_12/2-1/1/26		01-0000-0-5500.01-0000-8100-001-00-000-0000 NN			9,266.92
PV-260655 01/12/2026 700224978410_12/2-1/1/26		01-0000-0-5500.01-0000-8100-007-00-000-0000 NN			923.95
PV-260656 01/12/2026 7005731161S7_12/2-1/1/26		01-0000-0-5500.01-0000-8100-007-00-000-0000 NN			1,276.73
PV-260657 01/12/2026 700558405297_12/2-1/1/26		01-0000-0-5500.01-0000-8100-007-00-000-0000 NN			438.48
PV-260658 01/12/2026 700567450246 12/2-1/1/26		01-0000-0-5500.01-0000-8100-007-00-000-0000 NN			2,226.62
PV-260659 01/12/2026 7005719136G0_12/3-1/4/26		01-0000-0-5500.01-0000-8100-002-00-000-0000 NN			3,565.88
TOTAL PAYMENT AMOUNT	17,698.58 *				17,698.58
000214/00 SOUTHWEST SCHOOL SUPPLY	000000000				
260068 PO-260068 01/12/2026 6052469262	1	01-1100-0-4300.00-1110-1000-002-00-000-0000 NN	P	82.72	82.72
260068 PO-260068 01/12/2026 6052469261	1	01-1100-0-4300.00-1110-1000-002-00-000-0000 NN	P	8.81	8.81
260068 PO-260068 01/13/2026 6052557726	1	01-1100-0-4300.00-1110-1000-002-00-000-0000 NN	P	81.97	81.97
260069 PO-260069 01/14/2026 6052661905	1	01-0000-0-4300.00-0000-2700-002-00-000-0000 NN	P	115.28	115.28
TOTAL PAYMENT AMOUNT	288.78 *				288.78
008062/00 Sherman Lee	559454546				
PV-260661 01/12/2026 ASSIST_2314_GRLSSOCCER1/6		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY			84.00
PV-260661 01/12/2026 TRAVEL_2314_GRLSSOCCER1/6		01-4127-0-5200.00-1470-4200-007-00-000-3005 NY			31.00
PV-260661 01/12/2026 REF_2303_BOYSSOCCER1/6		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY			94.00
TOTAL PAYMENT AMOUNT	209.00 *				209.00
880884/00 Terminix Processing Center					
PV-260671 01/12/2026 467224905		01-0000-0-5500.07-0000-8100-007-00-000-0000 NN			197.75
TOTAL PAYMENT AMOUNT	197.75 *				197.75
880662/00 Tyack's Tires					
PV-260679 01/14/2026 247653		01-0000-0-4300.00-0000-3600-010-00-000-0000 NN			3,237.63
TOTAL PAYMENT AMOUNT	3,237.63 *				3,237.63

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num / Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num / Account num	EE ES / Liq Amt	E-Term / Net Amount	E-ExtRef
001466/00 Vestis Group			232816365				
PV-260678	01/14/2026	2601786201	01-0000-0-4300.00-0000-3600-010-00-000-0000	NN		309.14	
PV-260678	01/14/2026	2601786202	01-0000-0-4300.00-0000-8100-010-00-000-0000	NN		501.16	
			TOTAL PAYMENT AMOUNT	810.30 *		810.30	
			TOTAL FUND CHECKS	48,737.51 **		48,737.51	
			TOTAL FUND EFT	2,942.86 **		2,942.86	
			TOTAL FUND PAYMENT	51,680.37 **		51,680.37	

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SITE-T2-TY3-TYP4 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
880945/00 Family aand Consumer			942838297						
PV-260680	01/14/2026	02609_REG.FEE_T.HATTORFF		13-5310-0-5200.00-0000-3700-010-00-000-0000 NN					480.00
				TOTAL PAYMENT AMOUNT		480.00 *			480.00
000404/00 SYSCO FOOD SERVICES OF VENTURA									
PV-260672	01/12/2026	479299013		13-5310-0-4700.00-0000-3700-010-00-000-0000 NN					1,410.57
				TOTAL PAYMENT AMOUNT		1,410.57 *			1,410.57
				TOTAL FUND PAYMENT		1,890.57 **			1,890.57
				TOTAL BATCH CHECKS		50,628.08 ***		0.00	50,628.08
				TOTAL BATCH EFT		2,942.86 ***		0.00	2,942.86
				TOTAL BATCH PAYMENT		53,570.94 ***		0.00	53,570.94
				TOTAL DISTRICT CHECKS		50,628.08 ****		0.00	50,628.08
				TOTAL DISTRICT EFT		2,942.86 ****		0.00	2,942.86
				TOTAL DISTRICT PAYMENT		53,570.94 ****		0.00	53,570.94
				TOTAL FOR ALL DISTRICTS CHK:		50,628.08 ****		0.00	50,628.08
				TOTAL FOR ALL DISTRICTS EFT:		2,942.86 ****		0.00	2,942.86
				TOTAL FOR ALL DISTRICTS:		53,570.94 ****		0.00	53,570.94

Number of checks to be printed: 28, not counting voids due to stub overflows. 50,628.08
Number of EFT generated: 1 2,942.86

KERN COUNTY SUPERINTENDENT OF SCHOOLS
"B" WARRANT AUTHORIZATION FOR PAYMENT

EL TEJON UNIFIED SCHOOL DISTRICT DATE 01/23/2026

Total Cash Disbursement: $78, 122.34
Batch: 0046

We, and each of the undersigned, as members of the governing board or agent, by signature hereto approve each and every and all of the listed orders as proper and legal charges against school district funds.

Misty Johnston _____ _____
Chief Business Official, Trustee/Authorized Agent Trustee

_____ _____ _____
Trustee Trustee Trustee

Batch status: A All
From batch: 0046
To batch: 0046
Include Revolving Cash: Y
Include Address: N
Include Object Desc: N
Include Vendor TIN: Y

Vendor/Addr	Remit name / Req	Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA num	Account num	T9MPS	ER	ES	E-Term Liq Amt	E-ExtRef Net Amount
003202/00	AT&T												
		PV-260703	01/22/2026	000024658981_12/13-01/12		01-0000-0-5500.03-0000-8100-010-00-000-0000			NN				425.17
				TOTAL PAYMENT AMOUNT		425.17 *							425.17
003390/00	BOYS & GIRLS CLUBS OF BAKERS				952462246								
		PV-260708	01/23/2026	12ETASES2526		01-6010-0-5100.00-1110-4000-002-00-000-0000			NN				9,719.45
				TOTAL PAYMENT AMOUNT		9,719.45 *							9,719.45
880853/00	Brian Reymond												
		PV-260710	01/23/2026	REIMBURS_Soccer1/20/26		01-4127-0-5200.00-1470-4200-007-00-000-0000			NN				60.00
				TOTAL PAYMENT AMOUNT		60.00 *							60.00
002521/00	CAROLYN CHAPMAN												
		PV-260701	01/21/2026	REIMBURS_HOTEL_CATALINA		01-7220-0-5200.00-3800-1000-007-00-000-1010			NN				2,606.50
		PV-260701	01/21/2026	REIMBURS_STAHLS VNYL		01-7220-0-4300.00-3800-1000-007-00-000-0000			NN				351.74
		PV-260701	01/21/2026	REIMBURS_ACTIVE WEAR		01-7220-0-4300.00-3800-1000-007-00-000-0000			NN				137.98
				TOTAL PAYMENT AMOUNT		3,096.22 *							3,096.22
002503/00	CHAMPION HARDWARE INC												
		PV-260696	01/21/2026	163714		01-8150-0-5600.00-0000-8100-001-00-000-0000			NN				72.09
				TOTAL PAYMENT AMOUNT		72.09 *							72.09
006170/00	Canelli Plumbing				852213289								
		PV-260706	01/22/2026	4604_SNAKEGRLSBATHROOM-FMHS		01-8150-0-5600.00-0000-8100-007-00-000-0000			NY				730.00
		PV-260706	01/22/2026	4591_SNAKEGRLSBATHROOM-FMHS		01-8150-0-5600.00-0000-8100-007-00-000-0000			NY				395.00
		PV-260706	01/22/2026	4592_SPRNKLERREMOVAL-ETS		01-8150-0-5600.00-0000-8100-001-00-000-0000			NY				585.00
		PV-260706	01/22/2026	4607_TOILETREPAIR_GRLS-FMHS		01-8150-0-5600.00-0000-8100-007-00-000-0000			NY				395.00
				TOTAL PAYMENT AMOUNT		2,105.00 *							2,105.00
880871/00	Circle M Truck Repair				464723541								
		PV-260689	01/21/2026	33098 OPACITY TEST BUS #17		01-0000-0-4300.00-0000-3600-010-00-000-0000			NN				186.50
		PV-260695	01/21/2026	32866_BUS 17 REPAIRS		01-0000-0-4300.00-0000-3600-010-00-000-0000			NN				29,749.14
				TOTAL PAYMENT AMOUNT		29,935.64 *							29,935.64

Vendor/Addr Remit name / Req Reference / Date / Description	Tax ID num / Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-SITE-T2-TY3-TYP4 T9MFS	ABA num / Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
008340/00 Ewell Education Services, Inc.	272961571				
PV-260688 01/21/2026 405-22871		01-6387-0-5200.00-3800-1000-007-00-000-0000 NN			66.00
PV-260688 01/21/2026 405-22233		01-6387-0-5200.00-3800-1000-007-00-000-0000 NN			400.00
	TOTAL PAYMENT AMOUNT	466.00 *			466.00
008448/00 Houghton Mifflin Harcourt Publ	041456030 22 Deposit to checking xxxxx013-8 xxxxxxxx6354				
260125 PO-260125 01/21/2026 956434740	1	01-6300-0-4100.00-1110-1000-007-00-000-0000 NY F		390.60	390.60
	TOTAL PAYMENT AMOUNT	390.60 *			390.60
002421/00 Interquest Detection Canines	813354707				
PV-260699 01/21/2026 1449		01-0000-0-5800.00-1110-8300-007-00-000-0000 NY			500.00
	TOTAL PAYMENT AMOUNT	500.00 *			500.00
008312/00 Lachelle Farewell					
PV-260694 01/21/2026 REIMBURS_Thermometer1/8/202		01-2600-0-4300.00-1110-1000-001-00-000-0000 NN			35.33
	TOTAL PAYMENT AMOUNT	35.33 *			35.33
008121/00 Laurie Oliver					
PV-260693 01/21/2026 REIMBURS_TractorSupply12/19		01-7010-0-4300.00-3800-1000-001-00-000-0000 NN			121.95
	TOTAL PAYMENT AMOUNT	121.95 *			121.95
000200/00 MCKENNEY'S AIR CONDITIONING	953865780				
PV-260700 01/21/2026 131877		01-0000-0-5600.00-0000-8100-010-00-000-0000 NY			351.75
PV-260700 01/21/2026 131875		01-0000-0-5600.00-0000-8100-010-00-000-0000 NY			423.25
	TOTAL PAYMENT AMOUNT	775.00 *			775.00
002975/00 SANTANA'S PUMPING	510562499				
PV-260691 01/21/2026 T16335		01-0000-0-5800.00-0000-8100-007-00-000-0000 NY			540.00
PV-260691 01/21/2026 T16436		01-0000-0-5800.00-0000-8100-007-00-000-0000 NY			540.00
PV-260704 01/22/2026 T16491		01-0000-0-5800.00-0000-8100-007-00-000-0000 NY			540.00
	TOTAL PAYMENT AMOUNT	1,620.00 *			1,620.00

Vendor/Addr Remit name / Req Reference / Date / Description	Tax ID num / Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num / Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
000094/00 SCHWEBEL PETROLEUM CO, INC	952962284				
260014 PO-260014 01/22/2026 315554	1 01-0000-0-4300.00-0000-3600-010-00-000-0000 NN P			237.55	237.55
260015 PO-260015 01/22/2026 315540	1 01-0000-0-4300.00-0000-3600-010-00-000-0000 NN P			2,128.24	2,128.24
	TOTAL PAYMENT AMOUNT	2,365.79 *			2,365.79
000214/00 SOUTHWEST SCHOOL SUPPLY	000000000				
260068 PO-260068 01/21/2026 6053033410	1 01-1100-0-4300.00-1110-1000-002-00-000-0000 NN P			41.23	41.23
260068 PO-260068 01/21/2026 6053033411	1 01-1100-0-4300.00-1110-1000-002-00-000-0000 NN P			23.12	23.12
	TOTAL PAYMENT AMOUNT	64.35 *			64.35
003194/00 Sara Haflich					
PV-260709 01/23/2026 REIMBURSStaffAppreLunchFMHS	01-0044-0-4300.00-0000-2700-010-00-000-1007 NN				450.32
PV-260709 01/23/2026 REIMBURS_StaffAppreciLunch	01-0044-0-4300.00-0000-2700-010-00-000-1007 NN				90.54
PV-260709 01/23/2026 REIMBURS_StaffAppreLunch	01-0044-0-4300.00-0000-2700-010-00-000-1007 NN				108.22
PV-260709 01/23/2026 REIMBURS_StaffAppreciLunchFP	01-0044-0-4300.00-0000-2700-010-00-000-1007 NN				647.34
PV-260709 01/23/2026 REIMBURS_SVA Event1/15	01-0044-0-4300.00-0000-2700-010-00-000-1007 NN				62.47
	TOTAL PAYMENT AMOUNT	1,358.89 *			1,358.89
880802/00 Scott Zimmerman					
PV-260705 01/22/2026 REIMBURS_DMV FEE1/21/26	01-0000-0-5200.00-0000-8100-010-00-000-0000 NN				102.10
	TOTAL PAYMENT AMOUNT	102.10 *			102.10
008223/00 TTF Holdings Lockbox	261251927				
PV-260707 01/23/2026 21339353	01-6500-0-5800.00-5770-3150-010-00-000-0000 NN				104.55
	TOTAL PAYMENT AMOUNT	104.55 *			104.55
003242/00 US BANK					
PV-260692 01/21/2026 573059995	01-0000-0-5600.00-0000-7200-010-00-000-0000 NN				692.46
PV-260692 01/21/2026 573059243	01-0000-0-5600.00-0000-7200-010-00-000-0000 NN				4,515.46
	TOTAL PAYMENT AMOUNT	5,207.92 *			5,207.92

Vendor/Addr Remit name / Req Reference / Date / Description	Tax ID num / Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num / Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
880859/00 Virco Inc.	330815719				
260151 PO-260151 01/21/2026 92100632	1 01-0000-0-4300.00-1110-1000-010-00-000-0000 NN P			2,541.49	2,541.49
TOTAL PAYMENT AMOUNT		2,541.49 *			2,541.49
TOTAL FUND PAYMENT		61,067.54 **			61,067.54

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MFS	ABA num Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
000532/00 A.V.H.S.D./PINCO	000000000					
PV-260687 01/21/2026 DECEMBER 2025		13-5310-0-4700.00-0000-3700-010-00-000-0000	NN			2,712.17
TOTAL PAYMENT AMOUNT			2,712.17 *			2,712.17
005385/00 CORE-MARK US, LLC	364382177					
PV-260698 01/21/2026 0155435		13-5310-0-4700.00-0000-3700-010-00-000-0000	NN			211.66
PV-260698 01/21/2026 0155436		13-5310-0-4700.00-0000-3700-010-00-000-0000	NN			211.66
PV-260698 01/21/2026 0155437		13-5310-0-4700.00-0000-3700-010-00-000-0000	NN			300.66
PV-260711 01/23/2026 0225689(FPS)		13-5310-0-4700.00-0000-3700-010-00-000-0000	NN			300.66
PV-260711 01/23/2026 0225688(FMHS)		13-5310-0-4700.00-0000-3700-010-00-000-0000	NN			211.66
PV-260711 01/23/2026 0225687(ETS)		13-5310-0-4700.00-0000-3700-010-00-000-0000	NN			211.66
TOTAL PAYMENT AMOUNT			1,447.96 *			1,447.96
000404/00 SYSCO FOOD SERVICES OF VENTURA						
PV-260697 01/21/2026 479307356		13-5310-0-4700.00-0000-3700-010-00-000-0000	NN			3,358.58
PV-260712 01/23/2026 479315197		13-5310-0-4700.00-0000-3700-010-00-000-0000	NN			3,262.09
TOTAL PAYMENT AMOUNT			6,620.67 *			6,620.67
008268/00 Simply Good Food, LLC	471705302					
PV-260690 01/21/2026 13278		13-5310-0-5800.00-0000-3700-010-00-000-0000	NY			289.00
TOTAL PAYMENT AMOUNT			289.00 *			289.00
TOTAL FUND PAYMENT			11,069.80 **			11,069.80

Vendor/Addr Remit name / Req Reference / Date / Description	Tax ID num / Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num / Account num	EE ES / Liq Amt	E-Term / Net Amount	E-ExtRef / Net Amount
881013/00 Earth Systems Pacific	770521790				
PV-260702 01/21/2026 858692_TK BUILDING	35-0000-0-5800.00-0000-8500-002-00-000-0000 NN				5,985.00
	TOTAL PAYMENT AMOUNT	5,985.00 *			5,985.00
	TOTAL FUND PAYMENT	5,985.00 **			5,985.00
	TOTAL BATCH PAYMENT	78,122.34 ***	0.00		78,122.34
	TOTAL DISTRICT PAYMENT	78,122.34 ****	0.00		78,122.34
	TOTAL FOR ALL DISTRICTS:	78,122.34 ****	0.00		78,122.34

Number of checks to be printed: 25, not counting voids due to stub overflows. 77,731.74
Number of ACH generated: 1 390.60

Batch status: A All

From batch: 0047

To batch: 0047

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Batch 47 TK Geologic Hazard BATCH: 0047 January 26, 2026 << Open >>
FUND : 35 SCHOOL FACILITIES FUND

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA num	Account num	T9MPS	EE ES Liq	E-Term Amt	E-ExtRef Net Amount
003265/00 CALIFORNIA GEOLOGICAL SURVEY			000000000							
PV-260713	01/26/2026	Geologic Hazarde Report TK TK Building GEO Hazard		35-0000-0-5800.00-0000-8500-002-00-000-0000			NN			4,800.00
				TOTAL PAYMENT AMOUNT	4,800.00 *					4,800.00
				TOTAL FUND PAYMENT	4,800.00 **					4,800.00
				TOTAL BATCH PAYMENT	4,800.00 ***		0.00			4,800.00
				TOTAL DISTRICT PAYMENT	4,800.00 ****		0.00			4,800.00
				TOTAL FOR ALL DISTRICTS:	4,800.00 ****		0.00			4,800.00
Number of checks to be printed: 1, not counting voids due to stub overflows.										4,800.00

KERN COUNTY SUPERINTENDENT OF SCHOOLS
"B" WARRANT AUTHORIZATION FOR PAYMENT

EL TEJON UNIFIED SCHOOL DISTRICT DATE 01/30/2026

Total Cash Disbursement: $37, 302.01
Batch: 0048

We, and each of the undersigned, as members of the governing board or agent, by signature hereto approve each and every and all of the listed orders as proper and legal charges against school district funds.

Misty Johnston _____ _____
Chief Business Official, Trustee/Authorized Agent Trustee

_____ _____ _____
Trustee Trustee Trustee

Batch status: A All
From batch: 0048
To batch: 0048
Include Revolving Cash: Y
Include Address: N
Include Object Desc: N
Include Vendor TIN: Y

088 EL TEJON UNIFIED J28185 ACCOUNTS PAYABLE PRELIST APY500 L.00.25 01/30/26 11:53 PAGE 1
BATCH: 0048 January 26, 2026 << Open >>
FUND : 01 GENERAL FUND

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MP5	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
006542/00 All-Tech Fire & Security Inc.			000000000						
PV-260730	01/28/2026	496_FireAlarmMonitoring(FPS		01-0000-0-5800.00-0000-8100-002-00-000-0000		NN			210.00
PV-260730	01/28/2026	496_FireAlarmMonitoring(FMS		01-0000-0-5800.00-0000-8100-007-00-000-0000		NN			210.00
PV-260730	01/28/2026	496_FireAlarmMonitoring(ETS		01-0000-0-5800.00-0000-8100-001-00-000-0000		NN			210.00
		TOTAL PAYMENT AMOUNT		630.00 *					630.00
880682/00 American Business Machines									
PV-260722	01/26/2026	847829		01-0000-0-5500.03-0000-8100-010-00-000-0000		NN			3,527.44
		TOTAL PAYMENT AMOUNT		3,527.44 *					3,527.44
880994/00 Annie Saboundjian									
PV-260739	01/30/2026	MILEAGE_01/2026		01-6500-0-5200.00-5770-3600-010-00-000-0000		NN			29.05
		TOTAL PAYMENT AMOUNT		29.05 *					29.05
002452/00 BOB'S WHOLESALE AUTO GLASS				99 EFT					
PV-260715	01/26/2026	I1040413		01-0000-0-4300.00-0000-3600-010-00-000-0000		NN			95.00
		TOTAL PAYMENT AMOUNT		95.00 *					95.00
880697/00 Beale Feed Store			000000000						
PV-260732	01/29/2026	588_KruseLayPellet 50#		01-3550-0-4300.00-3800-1000-007-00-000-0000		NN			35.98
		TOTAL PAYMENT AMOUNT		35.98 *					35.98
008038/00 Brady Industries			942289369	99 EFT					
260017 PO-260017	01/27/2026	11108692		1 01-0000-0-4300.00-0000-8100-010-00-000-0000		NY P		402.90	402.90
260017 PO-260017	01/27/2026	9917489		1 01-0000-0-4300.00-0000-8100-010-00-000-0000		NY M		0.00	-200.17
260017 PO-260017	01/27/2026	10450167		1 01-0000-0-4300.00-0000-8100-010-00-000-0000		NY M		0.00	-137.11
260017 PO-260017	01/27/2026	11191589		1 01-0000-0-4300.00-0000-8100-010-00-000-0000		NY P		201.09	201.09
260017 PO-260017	01/27/2026	11145741		1 01-0000-0-4300.00-0000-8100-010-00-000-0000		NY P		72.06	72.06
260017 PO-260017	01/29/2026	11207232		1 01-0000-0-4300.00-0000-8100-010-00-000-0000		NY P		301.64	301.64
		TOTAL PAYMENT AMOUNT		640.41 *					640.41

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
880695/00 Bruno Grosso	000000000					
PV-260726 01/27/2026 1743_ASSIST_GRLSSOCCER1/22		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY				94.00
PV-260726 01/27/2026 1759_REF_BOYSSOCCER1/22		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY				94.00
TOTAL PAYMENT AMOUNT			178.00 *			178.00
001565/00 C.A. Reding Co., Inc.	000000000	99 EFT				
PV-260723 01/26/2026 765863		01-0000-0-4300.00-0000-2700-001-00-000-0000 NN				133.91
TOTAL PAYMENT AMOUNT			133.91 *			133.91
001402/00 CRANES WASTE OIL INC.						
PV-260718 01/26/2026 206707		01-0000-0-5600.00-0000-3600-010-00-000-0000 NN				172.06
TOTAL PAYMENT AMOUNT			172.06 *			172.06
004356/00 California Chamber of Commerce	000000000					
260161 PO-260161 01/30/2026 SO1901466		1 01-0000-0-4300.00-0000-2700-010-00-000-0000 NN F			398.69	398.69
TOTAL PAYMENT AMOUNT			398.69 *			398.69
006170/00 Canelli Plumbing	852213289					
PV-260734 01/29/2026 4618_TrenchforGrnhouse		01-6383-0-4300.00-1110-1000-007-00-000-0000 NN				2,280.00
TOTAL PAYMENT AMOUNT			2,280.00 *			2,280.00
008327/00 Cornelius, Keiwin	553111899					
PV-260720 01/26/2026 1630_UMPIRE_GRLSBBALL_1/16		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY				93.00
PV-260720 01/26/2026 1630_TRVL_1/16		01-4127-0-5200.00-1470-4200-007-00-000-0000 NY				31.00
PV-260720 01/26/2026 1619_UMPIRE_BOYSBBALL_1/16		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY				93.00
TOTAL PAYMENT AMOUNT			217.00 *			217.00
880762/00 Credentialed School Nurse	934725675					
PV-260741 01/30/2026 235_JANUARY 2026 SERVICES		01-6500-0-5800.00-5001-3140-010-00-000-0000 NY				3,600.00
TOTAL PAYMENT AMOUNT			3,600.00 *			3,600.00

Vendor/Addr Remit name / Req Reference / Date / Description	Tax ID num / Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num / Account num	EE ES / Liq	E-Term Amt	E-Ext Net Amount / Ref
008071/00 Dana Furnas	568635871				
PV-260725 01/26/2026 2328_UMPIRE_GRLSBBALL_1/20	01-4127-0-5800.00-1470-4200-007-00-000-3005 NY				93.00
PV-260725 01/26/2026 2328_TRAVEL_1/20	01-4127-0-5200.00-1470-4200-007-00-000-0000 NY				31.00
PV-260725 01/26/2026 2323_REF_BOYSBBALL_1/20	01-4127-0-5800.00-1470-4200-007-00-000-3005 NY				93.00
TOTAL PAYMENT AMOUNT					217.00 * 217.00
002152/00 EWING IRRIGATION PRODUCTS	000000000 99 EFT				
PV-260721 01/26/2026 208853123	01-0000-0-4300.00-0000-8100-010-00-000-0000 NN				82.95
TOTAL PAYMENT AMOUNT					82.95 * 82.95
880732/00 Gibbs Truck Centers					
PV-260716 01/26/2026 421325B	01-0000-0-4300.00-0000-3600-010-00-000-0000 NN				1,325.30
PV-260717 01/26/2026 421324B	01-0000-0-4300.00-0000-3600-010-00-000-0000 NN				23.57
TOTAL PAYMENT AMOUNT					1,348.87 * 1,348.87
003507/00 Jeffrey H Johnston	000000000				
PV-260737 01/29/2026 REIMBURS_ELOPCOOKING1/2026	01-2600-0-4300.00-1110-1000-007-00-000-0000 NN				207.12
PV-260737 01/29/2026 REIMBURS_ELOPCOOKING1/2026	01-2600-0-4300.00-1110-1000-001-00-000-0000 NN				207.11
TOTAL PAYMENT AMOUNT					414.23 * 414.23
880670/00 Joe Barba	000000000				
PV-260729 01/27/2026 1630_REF_GRLSBBALL1/16	01-4127-0-5800.00-1470-4200-007-00-000-3005 NY				93.00
PV-260729 01/27/2026 1619_REF_BOYSBBALL1/16	01-4127-0-5800.00-1470-4200-007-00-000-3005 NY				93.00
TOTAL PAYMENT AMOUNT					186.00 * 186.00
881016/00 Jonathan Arellano	000000000				
PV-260728 01/27/2026 1743_ASSIST_GRLSSOCCER1/22	01-4127-0-5800.00-1470-4200-007-00-000-3005 NY				84.00
PV-260728 01/27/2026 1759_ASSIST_BOYSSOCCER1/22	01-4127-0-5800.00-1470-4200-007-00-000-3005 NY				84.00
TOTAL PAYMENT AMOUNT					168.00 * 168.00
008190/00 Kamara S. Warren, Sr.	560614693				
PV-260735 01/29/2026 1465_REF_GRLSBBALL_1/27	01-4127-0-5800.00-1470-4200-007-00-000-3005 NY				93.00
PV-260735 01/29/2026 1456_UMP_BOYSBBALL_1/27	01-4127-0-5800.00-1470-4200-007-00-000-3005 NY				93.00
TOTAL PAYMENT AMOUNT					186.00 * 186.00

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num / Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA num	Account num	T9MPS	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
008328/00 Mario Catalan			556850632						
PV-260719	01/26/2026	1743_REF_GRLSSOCCER1/22	01-4127-0-5800.00-1470-4200-007-00-000-3005			NY			94.00
PV-260719	01/26/2026	1743_TRAVEL_1/22	01-4127-0-5200.00-1470-4200-007-00-000-0000			NY			35.00
PV-260719	01/26/2026	1759_ASSIST_BOYSSOCCER1/22	01-4127-0-5800.00-1470-4200-007-00-000-3005			NY			84.00
			TOTAL PAYMENT AMOUNT		209.00 *				209.00
881010/00 Oak Tree Gun Club, LLC			770542090						
260154 PO-260154	01/27/2026	CLOSE PER M. VOGENTHALER	1 01-2600-0-4300.00-1110-1000-007-00-000-0000			NN C		6,202.53	0.00
			TOTAL PAYMENT AMOUNT		0.00 *				0.00
003518/00 POWER TECH ELECTRICAL SYSTEME									
PV-260733	01/29/2026	26069140_FPS Panel/CircuitE	01-0000-0-5600.00-0000-8100-002-00-000-0000			NN			4,755.00
			TOTAL PAYMENT AMOUNT		4,755.00 *				4,755.00
880998/00 ROBINSON WELDING SUPPLY INC.			471954594						
260160 PO-260160	01/29/2026	61552	1 01-6387-0-4300.00-3800-1000-007-00-000-0000			NN P		239.82	239.82
			TOTAL PAYMENT AMOUNT		239.82 *				239.82
008363/00 Rene Saldana			000000000						
PV-260727	01/27/2026	2328_REF_GRLSBBALL1/20	01-4127-0-5800.00-1470-4200-007-00-000-3005			NY			93.00
PV-260727	01/27/2026	2323_UMP_BOYSBBALL1/20	01-4127-0-5800.00-1470-4200-007-00-000-3005			NY			93.00
			TOTAL PAYMENT AMOUNT		186.00 *				186.00
000094/00 SCHWEBEL PETROLEUM CO, INC			952962284						
260015 PO-260015	01/28/2026	315748	1 01-0000-0-4300.00-0000-3600-010-00-000-0000			NN P		2,254.51	2,254.51
			TOTAL PAYMENT AMOUNT		2,254.51 *				2,254.51
000214/00 SOUTHWEST SCHOOL SUPPLY			000000000						
260071 PO-260071	01/26/2026	6053398480	1 01-0000-0-4300.00-0000-2700-001-00-000-0000			NN P		344.24	344.24
			TOTAL PAYMENT AMOUNT		344.24 *				344.24

Vendor/Addr Remit name / Req Reference / Date / Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num / Account num	EE ES	E-Term / Liq Amt	E-ExtRef / Net Amount
002699/00 Brookum Water Company	262256204					
PV-260724 01/26/2026 26-011		01-0000-0-5800.00-0000-8100-001-00-000-0000	NN			1,230.00
PV-260724 01/26/2026 26-015		01-0000-0-5800.00-0000-8100-007-00-000-0000	NN			2,398.00
		TOTAL PAYMENT AMOUNT 3,628.00 *				3,628.00
880662/00 Tyack's Tires						
PV-260714 01/26/2026 247951		01-0000-0-4300.00-0000-3600-010-00-000-0000	NN			2,857.54
		TOTAL PAYMENT AMOUNT 2,857.54 *				2,857.54
001466/00 Vestis Group	232816365					
PV-260740 01/30/2026 2601790653		01-0000-0-4300.00-0000-8100-010-00-000-0000	NN			501.16
PV-260740 01/30/2026 2601790646		01-0000-0-4300.00-0000-3600-010-00-000-0000	NN			309.14
		TOTAL PAYMENT AMOUNT 810.30 *				810.30
008070/00 Wallace A. Flowers	345525593					
PV-260736 01/29/2026 1465_UMP_GRLSBBALL1/27		01-4127-0-5800.00-1470-4200-007-00-000-3005	NY			93.00
PV-260736 01/29/2026 1465_TRVL 1/27		01-4127-0-5200.00-1470-4200-007-00-000-0000	NY			31.00
PV-260736 01/29/2026 1456_REF_BOYSBBALL1/27		01-4127-0-5800.00-1470-4200-007-00-000-3005	NY			93.00
		TOTAL PAYMENT AMOUNT 217.00 *				217.00
		TOTAL FUND CHECKS 29,089.73 **				29,089.73
		TOTAL FUND EFT 952.27 **				952.27
		TOTAL FUND PAYMENT 30,042.00 **				30,042.00

Vendor/Addr Remit name / Req Reference / Date / Description	Tax ID num / Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MP5	ABA num / Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
005385/00 CORE-MARK US, LLC	364382177				
PV-260738 01/30/2026 0295771	13-5310-0-4700.00-0000-3700-010-00-000-0000 NN				300.66
PV-260738 01/30/2026 3035864	13-5310-0-4700.00-0000-3700-010-00-000-0000 NN				289.99
PV-260738 01/30/2026 0085319	13-5310-0-4700.00-0000-3700-010-00-000-0000 NN				300.66
TOTAL PAYMENT AMOUNT	891.31 *				891.31
002202/00 Imperial Dade	205963953 99 EFT				
PV-260731 01/29/2026 39414633	13-5310-0-4300.00-0000-3700-010-00-000-0000 NN				1,572.56
TOTAL PAYMENT AMOUNT	1,572.56 *				1,572.56
880932/00 J&E Restaurant Supply Inc	330313791				
260155 PO-260155 01/26/2026 436636	1 13-5310-0-4400.00-0000-3700-010-00-000-0000 NN		F	4,796.14	4,796.14
TOTAL PAYMENT AMOUNT	4,796.14 *				4,796.14
TOTAL FUND CHECKS	5,687.45 **				5,687.45
TOTAL FUND EFT	1,572.56 **				1,572.56
TOTAL FUND PAYMENT	7,260.01 **				7,260.01
TOTAL BATCH CHECKS	34,777.18 ***	0.00			34,777.18
TOTAL BATCH EFT	2,524.83 ***	0.00			2,524.83
TOTAL BATCH PAYMENT	37,302.01 ***	0.00			37,302.01
TOTAL DISTRICT CHECKS	34,777.18 ****	0.00			34,777.18
TOTAL DISTRICT EFT	2,524.83 ****	0.00			2,524.83
TOTAL DISTRICT PAYMENT	37,302.01 ****	0.00			37,302.01
TOTAL FOR ALL DISTRICTS CHK:	34,777.18 ****	0.00			34,777.18
TOTAL FOR ALL DISTRICTS EFT:	2,524.83 ****	0.00			2,524.83
TOTAL FOR ALL DISTRICTS:	37,302.01 ****	0.00			37,302.01

Number of checks to be printed: 28, not counting voids due to stub overflows. 34,777.18
Number of EFT generated: 5 2,524.83
Number of zero dollar checks: 1, will be skipped.
closed: 0
not closed: 1

KERN COUNTY SUPERINTENDENT OF SCHOOLS
"B" WARRANT AUTHORIZATION FOR PAYMENT

EL TEJON UNIFIED SCHOOL DISTRICT DATE 02/06/2026

Total Cash Disbursement: $63,036.65
Batch: 0049

We, and each of the undersigned, as members of the governing board or agent, by signature hereto approve each and every and all of the listed orders as proper and legal charges against school district funds.

Misty Johnston _____ _____
Chief Business Official, Trustee/Authorized Agent Trustee

_____ _____ _____
Trustee Trustee Trustee

Batch status: A All
From batch: 0049
To batch: 0049
Include Revolving Cash: Y
Include Address: N
Include Object Desc: N
Include Vendor TIN: Y

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
006542/00 All-Tech Fire & Security Inc.			000000000						
PV-260748	02/02/2026	3329_SERVICE LABOR-FMHS		01-0000-0-5800.00-0000-8100-007-00-000-0000 NN					700.00
				TOTAL PAYMENT AMOUNT 700.00 *					700.00
008351/00 Amazon Capital Services									
260020 PO-260020	02/03/2026	1LGJ-J7MR-GMW4		1 01-0000-0-4300.00-0000-8100-010-00-000-0000 NN P				1,099.92	1,099.92
260020 PO-260020	02/03/2026	1NN3-P6C9-GY7T		1 01-0000-0-4300.00-0000-8100-010-00-000-0000 NN P				632.52	632.52
260020 PO-260020	02/03/2026	1DWL-THNJ-HW4Q		1 01-0000-0-4300.00-0000-8100-010-00-000-0000 NN M				0.00	-118.52
260020 PO-260020	02/04/2026	1YRC-F6QL-DKGM		1 01-0000-0-4300.00-0000-8100-010-00-000-0000 NN M				0.00	-59.19
260021 PO-260021	02/03/2026	119K-FTWR-GX91		1 01-0000-0-4300.00-0000-3600-010-00-000-0000 NN P				10.81	10.81
260021 PO-260021	02/03/2026	1MML-41L7-DLJH		1 01-0000-0-4300.00-0000-3600-010-00-000-0000 NN P				216.37	216.37
260023 PO-260023	02/03/2026	1QQH-7JNL-HW4X		1 01-0000-0-4300.00-0000-7200-010-00-000-0000 NN P				149.65	149.65
260024 PO-260024	02/02/2026	1DCY-J9YL-HCR1		1 01-0000-0-4300.00-0000-3140-010-00-000-0000 NN P				113.51	273.78
260025 PO-260025	02/03/2026	11CT-L63C-D44D		1 01-6500-0-4300.00-5770-1120-010-00-000-0000 NN P				443.61	443.61
260029 PO-260029	02/02/2026	1LGJ-J7MP-GXKK		1 01-0000-0-4300.00-0000-2700-007-00-000-0000 NN P				23.24	70.35
260050 PO-260050	02/03/2026	1RRM-FQWG-HQY4		1 01-0044-0-4300.00-1110-1000-007-00-000-4003 NN P				89.17	89.17
260051 PO-260051	02/03/2026	1Y4H-MJP7-DC4C		1 01-2600-0-4300.00-1110-1000-002-00-000-0000 NN P				220.01	220.01
260053 PO-260053	02/03/2026	1LGJ-J7MR-FWJR		1 01-2600-0-4300.00-1110-1000-007-00-000-0000 NN P				107.49	107.49
260054 PO-260054	02/03/2026	1RXG-7FVG-H761		1 01-7220-0-4300.00-3800-1000-007-00-000-0000 NN P				2,115.87	2,115.87
260055 PO-260055	02/03/2026	1NFN-L64J-DDM6		1 01-6387-0-4300.00-3800-1000-007-00-000-0000 NN P				634.79	727.74
260059 PO-260059	02/03/2026	1M6C-N6RY-HL4L		1 01-6010-0-4300.00-1110-4000-002-00-000-0000 NN P				51.68	51.68
260060 PO-260060	02/02/2026	1QQH-7JNL-HWHC		1 01-6010-0-4300.00-1110-4000-001-00-000-0000 NN P				2.38	2.38
260060 PO-260060	02/03/2026	1V39-XTRW-HTTL		1 01-6010-0-4300.00-1110-4000-001-00-000-0000 NN P				23.02	23.02
PV-260764	02/02/2026	1LGJ-J7MR-GVGW		01-2600-0-4300.00-1110-1000-001-00-000-0000 NN					442.96
PV-260765	02/03/2026	1NN3-P6C9-HXQN		01-7032-0-4400.00-0000-3700-010-00-000-0000 NN					71.37
PV-260766	02/03/2026	1Y4H-MJP7-DNK1(ETS)		01-6332-0-4300.00-1110-1000-001-00-000-0000 NN					291.80
PV-260766	02/03/2026	1Y4H-MJP7-DNK1(FMHS)		01-6332-0-4300.00-1110-1000-007-00-000-0000 NN					291.80
PV-260767	02/03/2026	1DWL-THNJ-HCC1		01-1100-0-4300.00-1110-1000-002-00-000-0000 NN					35.46
PV-260768	02/03/2026	1LGJ-J7MR-GFTK		01-6387-0-5800.00-3800-1000-007-00-000-0000 NN					61.69
PV-260769	02/03/2026	1RVF-61C9-GFDM		01-2600-0-4300.00-1110-1000-007-00-000-0000 NN					11.90
PV-260770	02/03/2026	1DGV-D7MJ-CVFQ		01-2600-0-4300.00-1110-1000-001-00-000-0000 NN					1,585.22
PV-260773	02/04/2026	1QQH-7JNL-GJMG		01-6332-0-4300.00-1110-1000-007-00-000-0000 NN					961.23
				TOTAL PAYMENT AMOUNT 9,810.09 *					9,810.09
880929/00 Ann Coyle									
PV-260780	02/04/2026	REIMBURS_MILEAGE_KCSOS12/12		01-7435-0-5200.00-1110-1000-002-00-000-1010 NN					66.56
				TOTAL PAYMENT AMOUNT 66.56 *					66.56

Vendor/Addr	Remit name / Req	Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-TZ-TY3-TYP4 T9MPS	ABA num	Account num	EE	ES	E-Term Liq Amt	E-ExtRef Net Amount
002503/00	CHAMPION HARDWARE INC											
		PV-260749	02/02/2026	163859		01-8150-0-5600.00-0000-8100-001-00-000-0000 NN						163.13
		PV-260749	02/02/2026	163860		01-8150-0-5600.00-0000-8100-001-00-000-0000 NN						194.58
						TOTAL PAYMENT AMOUNT 357.71 *						357.71
006170/00	Canelli Plumbing				852213289							
		PV-260753	02/02/2026	4630_FPS FLOOR DRAIN CAFE 1		01-8150-0-5600.00-0000-8100-002-00-000-0000 NY						460.00
		PV-260779	02/04/2026	4635_SNAKINGGRLSBATHROOM-FM		01-8150-0-5600.00-0000-8100-007-00-000-0000 NY						230.00
		PV-260779	02/04/2026	4632_GRLSBATHROOMREPAIR-FMH		01-8150-0-5600.00-0000-8100-007-00-000-0000 NY						395.00
		PV-260786	02/04/2026	4636_FMHSGRLSBATHROOMSNAKE		01-8150-0-5600.00-0000-8100-007-00-000-0000 NY						520.00
						TOTAL PAYMENT AMOUNT 1,605.00 *						1,605.00
006019/00	Corey Hansen				000000000							
		PV-260778	02/04/2026	REIMBURS_ELOP_BLACKBEAR1/24		01-2600-0-5800.00-1110-4000-001-00-000-1019 NN						92.85
						TOTAL PAYMENT AMOUNT 92.85 *						92.85
000042/00	FRAZIER PARK LUMBER & ACE				922121267							
260064	PO-260064	02/04/2026	BILLING STATEMENT1/31/26_JO		2	01-0000-0-4300.00-0000-8100-010-00-000-0000 NN P			463.68		463.68	463.68
260066	PO-260066	02/04/2026	JOB 3_263518		2	01-6387-0-4300.00-3800-1000-007-00-000-0000 NN P			21.78		21.78	21.78
	PV-260784	02/04/2026	Job 1_263602;263526			01-7010-0-4300.00-3800-1000-007-00-000-0000 NN						806.61
						TOTAL PAYMENT AMOUNT 1,292.07 *						1,292.07
000044/00	FRAZIER PARK UTILITY				000000000							
		PV-260751	02/02/2026	177_1/28/26		01-0000-0-5500.04-0000-8100-002-00-000-0000 NN						387.95
						TOTAL PAYMENT AMOUNT 387.95 *						387.95
880790/00	Jackie Ryan				609229392							
		PV-260756	02/02/2026	REIMBURS_MILEAGE 1/5/26		01-6332-0-5200.00-1110-3130-007-00-000-0000 NY						7.25
						TOTAL PAYMENT AMOUNT 7.25 *						7.25
881017/00	John Vogelsang											
		PV-260757	02/02/2026	REIMBURS_MILEAGE1/5,1/12,1/		01-6387-0-5200.00-3800-1000-007-00-000-0000 NN						189.23
						TOTAL PAYMENT AMOUNT 189.23 *						189.23

Vendor/Addr Remit name / Req Reference / Date / Description	Tax ID num / Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num / Account num	EE ES / Liq Amt	E-Term / Net Amount	E-ExtRef
880681/00 Jose Luis Zarinana	000000000				
PV-260789 02/05/2026 2310_REF_GRLSSOCCER2/3	01-4127-0-5800.00-1470-4200-007-00-000-3005 NY			94.00	
PV-260789 02/05/2026 2310_MILEAGE2/3	01-4127-0-5200.00-1470-4200-007-00-000-0000 NY			31.00	
PV-260789 02/05/2026 2307_ASISSTBOYSOCCER2/3	01-4127-0-5800.00-1470-4200-007-00-000-3005 NY			84.00	
TOTAL PAYMENT AMOUNT	209.00 *			209.00	
003464/00 KERN MACHINERY					
PV-260782 02/04/2026 101-1309163	01-0000-0-4300.00-0000-3600-010-00-000-0000 NN			292.73	
TOTAL PAYMENT AMOUNT	292.73 *			292.73	
002620/00 KERN RIVER POWER EQUIPMT	000000000 99 EFT				
PV-260787 02/04/2026 179825	01-8150-0-4300.00-0000-8100-010-00-000-0000 NN			118.99	
TOTAL PAYMENT AMOUNT	118.99 *			118.99	
000058/00 Kern County Supt of Schools	000000000				
PV-260744 02/02/2026 INV#601873_NEWSLETTER1/27/2	01-0000-0-4300.00-0000-7200-010-00-000-0000 NN			357.28	
TOTAL PAYMENT AMOUNT	357.28 *			357.28	
008041/00 Lebec Parts, LLC/CQ of Lebec					
PV-260747 02/02/2026 BILLING STATEMENT_1/31/26	01-0000-0-4300.00-0000-3600-010-00-000-0000 NN			731.34	
TOTAL PAYMENT AMOUNT	731.34 *			731.34	
002519/00 MICHAEL FORRESTER					
PV-260763 02/02/2026 REIMBURS_MILEAGE KCSOS12/11	01-7435-0-5200.00-1110-1000-002-00-000-1010 NN			66.56	
TOTAL PAYMENT AMOUNT	66.56 *			66.56	
000089/00 MOUNTAINSIDE DISPOSAL	000000000				
PV-260750 02/02/2026 N4855379609	01-0000-0-5500.05-0000-8100-010-00-000-0000 NN			1,740.00	
PV-260750 02/02/2026 N4855379513	01-0000-0-5500.05-0000-8100-010-00-000-0000 NN			1,008.79	
TOTAL PAYMENT AMOUNT	2,748.79 *			2,748.79	

Vendor/Addr Remit name / Req Reference / Date / Description	Tax ID num / Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num / Account num	EE ES	E-Term / Liq Amt	E-ExtRef / Net Amount
881003/00 Mauricio Gallegos	000000000				
PV-260790 02/05/2026 2310_ASSISTGRLSSOCCER2/3	01-4127-0-5800.00-1470-4200-007-00-000-3005 NN				84.00
PV-260790 02/05/2026 2307_ASSISTBOYSSOCCER2/3	01-4127-0-5800.00-1470-4200-007-00-000-3005 NN				84.00
	TOTAL PAYMENT AMOUNT	168.00 *			168.00
880832/00 Newsela, Inc	000000000				
260157 PO-260157 02/04/2026 INV55524	1 01-0000-0-4300.00-0000-7700-010-00-000-0000 NN		F	3,753.75	3,753.75
	TOTAL PAYMENT AMOUNT	3,753.75 *			3,753.75
003518/00 POWER TECH ELECTRICAL SYSTEMS					
PV-260794 02/05/2026 26069227	01-6383-0-4300.00-1110-1000-007-00-000-0000 NN				5,475.00
	TOTAL PAYMENT AMOUNT	5,475.00 *			5,475.00
002975/00 SANTANA'S PUMPING	510562499				
PV-260774 02/04/2026 T16511	01-0000-0-5800.00-0000-8100-007-00-000-0000 NY				540.00
	TOTAL PAYMENT AMOUNT	540.00 *			540.00
000094/00 SCHWEBEL PETROLEUM CO, INC	952962284				
260015 PO-260015 02/04/2026 315946	1 01-0000-0-4300.00-0000-3600-010-00-000-0000 NN		P	3,229.21	3,229.21
	TOTAL PAYMENT AMOUNT	3,229.21 *			3,229.21
000100/00 SOUTHERN CALIFORNIA GAS CO	000000000				
PV-260752 02/02/2026 083 816 8200 7_12/29-1/27/2	01-0000-0-5500.02-0000-8100-002-00-000-0000 NN				2,087.24
PV-260752 02/02/2026 146 816 7500 6_12/29-1/27/2	01-0000-0-5500.02-0000-8100-010-00-000-0000 NN				28.08
PV-260752 02/02/2026 155 216 7500 7_12/29-1/27/2	01-0000-0-5500.02-0000-8100-010-00-000-0000 NN				372.69
PV-260752 02/02/2026 056 516 8001 8_12/29-1/27/2	01-0000-0-5500.02-0000-8100-007-00-000-0000 NN				6,945.20
PV-260752 02/02/2026 067 038 4621 9_12/29-1/27/2	01-0000-0-5500.02-0000-8100-007-00-000-0000 NN				179.71
PV-260752 02/02/2026 157 316 7500 3_12/29-1/27/2	01-0000-0-5500.02-0000-8100-001-00-000-0000 NN				3,381.28
	TOTAL PAYMENT AMOUNT	12,994.20 *			12,994.20
003491/00 STEPHANIE BISHOP	000000000				
PV-260759 02/02/2026 REIMBURS_ASES Supplies	01-6010-0-4300.00-1110-4000-002-00-000-0000 NN				14.99
PV-260759 02/02/2026 REIMBURS_ASES supplies	01-6010-0-4300.00-1110-4000-001-00-000-0000 NN				72.98
	TOTAL PAYMENT AMOUNT	87.97 *			87.97

BATCH: 0049 January 30, 2026 << Open >>
FUND : 01 GENERAL FUND

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
880861/00 SiteOne Landscape Supply, LLC			36448550						
260159 PO-260159	02/04/2026	161904540-001		1 01-8150-0-4300.00-0000-8100-010-00-000-0000 NN F				3,610.11	3,610.11
				TOTAL PAYMENT AMOUNT		3,610.11 *			3,610.11
880647/00 So Cal Wholesale Flowers			000000000						
PV-260792	02/05/2026	1131763		01-7010-0-4300.00-3800-1000-007-00-000-0000 NN					376.50
				TOTAL PAYMENT AMOUNT		376.50 *			376.50
008022/00 T-Mobile									
PV-260745	02/02/2026	970534223_12/21-1/20		01-0000-0-5900.00-1110-1000-010-00-000-0000 NN					380.00
PV-260746	02/02/2026	984951571_12/21-1/20		01-0000-0-5500.03-0000-8100-010-00-000-0000 NN					340.01
				TOTAL PAYMENT AMOUNT		720.01 *			720.01
000075/00 THE MOUNTAIN ENTERPRISE			472404488						
PV-260785	02/04/2026	STATEMENT 1/1/26-1/31/26		01-0000-0-5800.00-0000-7200-010-00-000-0000 NY					100.00
				TOTAL PAYMENT AMOUNT		100.00 *			100.00
008223/00 ITF Holdings Lockbox			261251927						
PV-260793	02/05/2026	21355341		01-6500-0-5800.00-5770-3150-010-00-000-0000 NN					102.09
				TOTAL PAYMENT AMOUNT		102.09 *			102.09
880940/00 Tyler Lewis			000000000						
PV-260791	02/05/2026	2310_ASSISTGRLSOCCER2/3		01-4127-0-5850.00-1470-4200-007-00-000-3005 NY					84.00
PV-260791	02/05/2026	2307_REFBOYSSOCCER2/3		01-4127-0-5800.00-1470-4200-007-00-000-3005 NY					94.00
				TOTAL PAYMENT AMOUNT		178.00 *			176.00
008124/00 US Bank									
PV-260781	02/04/2026	8051265		01-0000-0-5800.00-0000-7200-010-00-000-0000 NN					2,530.00
				TOTAL PAYMENT AMOUNT		2,530.00 *			2,530.00
				TOTAL FUND CHECKS		52,779.25 **			52,779.25
				TOTAL FUND EFT		118.99 **			118.99
				TOTAL FUND PAYMENT		52,898.24 **			52,898.24

Vendor/Addr Remit name / Req Reference Date Description	Tax ID num Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num Account num	EE ES E-Term / Liq Amt	E-ExtRef / Net Amount
000532/00 A.V.H.S.D./PINCO	000000000			
PV-260742 02/02/2026 3046397	13-5310-0-4700.00-0000-3700-010-00-000-0000 NN			144.34
PV-260742 02/02/2026 3046457	13-5310-0-4700.00-0000-3700-010-00-000-0000 NN			66.00
PV-260742 02/02/2026 3046469	13-5310-0-4700.00-0000-3700-010-00-000-0000 NN			80.00
PV-260788 02/04/2026 JANUARY 2026	13-5310-0-4700.00-0000-3700-010-00-000-0000 NN			2,529.39
	TOTAL PAYMENT AMOUNT	2,819.73 *		2,819.73
005385/00 CORE-MARK US, LLC	364382177			
PV-260775 02/04/2026 0295769(ETS)	13-5310-0-4700.00-0000-3700-010-00-000-0000 NN			211.66
PV-260776 02/04/2026 0295770(FWHS)	13-5310-0-4700.00-0000-3700-010-00-000-0000 NN			211.66
	TOTAL PAYMENT AMOUNT	423.32 *		423.32
002202/00 Imperial Dade	205963953 99 EFT			
PV-260777 02/04/2026 40524208	13-5310-0-4300.00-0000-3700-010-00-000-0000 NN			1,742.90
	TOTAL PAYMENT AMOUNT	1,742.90 *		1,742.90
003535/00 JORDANO'S				
PV-260783 02/04/2026 7330471	13-5310-0-4700.00-0000-3700-010-00-000-0000 NN			2,619.10
	TOTAL PAYMENT AMOUNT	2,619.10 *		2,619.10
000404/00 SYSCO FOOD SERVICES OF VENTURA				
PV-260743 02/02/2026 479323314	13-5310-0-4700.00-0000-3700-010-00-000-0000 NN			2,533.36
	TOTAL PAYMENT AMOUNT	2,533.36 *		2,533.36
	TOTAL FUND CHECKS	8,395.51 **		8,395.51
	TOTAL FUND EFT	1,742.90 **		1,742.90
	TOTAL FUND PAYMENT	10,138.41 **		10,138.41
	TOTAL BATCH CHECKS	61,174.76 ***	0.00	61,174.76
	TOTAL BATCH EFT	1,861.89 ***	0.00	1,861.89
	TOTAL BATCH PAYMENT	63,036.65 ***	0.00	63,036.65
	TOTAL DISTRICT CHECKS	61,174.76 ****	0.00	61,174.76
	TOTAL DISTRICT EFT	1,861.89 ****	0.00	1,861.89
	TOTAL DISTRICT PAYMENT	63,036.65 ****	0.00	63,036.65
	TOTAL FOR ALL DISTRICTS CHK:	61,174.76 ****	0.00	61,174.76
	TOTAL FOR ALL DISTRICTS EFT:	1,861.89 ****	0.00	1,861.89
	TOTAL FOR ALL DISTRICTS:	63,036.65 ****	0.00	63,036.65

Number of checks to be printed: 34, not counting voids due to stub overflows. 61,174.76
Number of EFT generated: 2 1,861.89

KERN COUNTY SUPERINTENDENT OF SCHOOLS
"B" WARRANT AUTHORIZATION FOR PAYMENT

EL TEJON UNIFIED SCHOOL DISTRICT DATE 02/02/2026

Total Cash Disbursement: $6,757.94
Batch: 0050

We, and each of the undersigned, as members of the governing board or agent, by signature hereto approve each and every and all of the listed orders as proper and legal charges against school district funds.

Misty Johnston _____ _____
Chief Business Official, Trustee/Authorized Agent Trustee

_____ _____ _____
Trustee Trustee Trustee

Batch status: A All
From batch: 0050
To batch: 0050
Include Revolving Cash: Y
Include Address: N
Include Object Desc: N
Include Vendor TIN: Y

BATCH: 0050 Oak Tree Gun Club << Open >>
FUND : 01 GENERAL FUND

Vendor/Addr Remit name / Req Reference / Date / Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num / Account num	EE ES Liq	E-Term Amt	E-ExtRef Net Amount
881010/00 Oak Tree Gun Club, LLC	770542090					
260158 PO-260158 02/02/2026 #260154		1 01-2600-0-4300.00-1110-1000-007-00-000-0000	NN F		6,757.56	6,757.94
	TOTAL PAYMENT AMOUNT		6,757.94 *			6,757.94
	TOTAL FUND PAYMENT		6,757.94 **			6,757.94
	TOTAL BATCH PAYMENT		6,757.94 ***		0.00	6,757.94
	TOTAL DISTRICT PAYMENT		6,757.94 ****		0.00	6,757.94
	TOTAL FOR ALL DISTRICTS:		6,757.94 ****		0.00	6,757.94

Number of checks to be printed: 1, not counting voids due to stub overflows.

Batch status: A All

From batch: 0051

To batch: 0051

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Vendor/Addr Remit name / Req	Reference	Date	Description	Tax ID num / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	Deposit type / T9MPS	ABA num	Account num	EE ES / Liq	E-Term Amt	E-ExtRef Net Amount
003092/00	US BANK CORPARTE PAYMENT SYSTE	000000000								
	PV-260754	02/02/2026	Pelican_Wireless	01-0000-0-5800.00-0000-8100-010-00-000-0000	NN					63.04
	PV-260754	02/02/2026	Pelican_Wireless	01-0000-0-5800.00-0000-8100-010-00-000-0000	NN					55.99
	PV-260754	02/02/2026	CEI_Toll_Road_Fee	01-6332-0-5200.00-1110-1000-001-00-000-0000	NN					7.31
	PV-260754	02/02/2026	CEI_Toll_Road_Fee	01-6332-0-5200.00-1110-1000-001-00-000-0000	NN					45.50
	PV-260754	02/02/2026	CEI_Toll_Road_Fee	01-6332-0-5200.00-1110-1000-007-00-000-0000	NN					45.50
	PV-260754	02/02/2026	Smog_Trucks_53_54	01-0000-0-5800.00-0000-3600-010-00-000-0000	NN					123.50
	PV-260754	02/02/2026	Q4_2024_Diesel_Exmpt_Fee	01-0000-0-5800.00-0000-7200-010-00-000-0000	NN					1.36
	PV-260754	02/02/2026	Q4_2024_Diesel_Exmpt	01-0000-0-5800.00-0000-3600-010-00-000-0000	NN					59.00
	PV-260754	02/02/2026	Primo_water_service	01-0000-0-4300.04-0000-8100-010-00-000-0000	NN					646.15
	PV-260754	02/02/2026	Primo_water_service	01-0000-0-4300.04-0000-8100-010-00-000-0000	NN					426.24
	PV-260754	02/02/2026	Freshworks_Annual	01-0000-0-4300.00-0000-8100-010-00-000-3011	NN					1,980.00
	PV-260754	02/02/2026	Cleaning_supplies_DO_wide	01-0000-0-4300.00-0000-8100-010-00-000-0000	NN					8,112.57
	PV-260755	02/02/2026	Staff_Lunch_FMHS_3.7	01-0044-0-4300.00-0000-2700-010-00-000-3007	NN					23.63
	PV-260755	02/02/2026	EHCY_SVA_Meeting	01-5630-0-4300.00-1110-1000-010-00-000-0000	NN					67.98
	PV-260755	02/02/2026	Staff_Lunch_FMHS_3.7	01-0044-0-4300.00-0000-2700-010-00-000-3007	NN					87.39
	PV-260758	02/02/2026	LCAP4.3_Attendance	01-0044-0-4300.00-1110-1000-002-00-000-4003	NN					69.48
	PV-260760	02/02/2026	CTE_FFA_World_EXP)	01-6387-0-5800.00-3800-1000-007-00-000-1019	NN					810.00
	PV-260760	02/02/2026	ChatGPT_Monthly	01-0000-0-4300.00-1110-1000-007-00-000-0000	NN					60.00
	PV-260760	02/02/2026	Art_Show_Frames	01-3550-0-4300.00-3800-1000-007-00-000-0000	NN					280.52
	PV-260760	02/02/2026	FFA_Apparel	01-7010-0-4300.00-3800-1000-007-00-000-0000	NN					1,345.38
	PV-260760	02/02/2026	PD_Hotel_Math	01-7435-0-5200.00-1110-1000-007-00-000-1010	NN					345.90
	PV-260760	02/02/2026	PD_Hotel_Math	01-7435-0-5200.00-1110-1000-007-00-000-1010	NN					17.99
	PV-260760	02/02/2026	Culinary SpED	01-6500-0-4300.00-5770-1120-010-00-000-0000	NN					360.00

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	Deposit type / T9MPS	ABA num	Account num	EE ES / Liq	E-Term Amt	E-ExtRef Net Amount
003092 (CONTINUED)									
PV-260760	02/02/2026	FFA_State_Conf.Reg	01-3550-0-5200.00-3800-1000-007-00-000-0000	NN					2,850.00
PV-260761	02/02/2026	Weilding_Jacket_ELOP	01-2600-0-4300.00-1110-1000-001-00-000-0000	NN					80.08
PV-260761	02/02/2026	EHCY_Extra_Curr_Supplies	01-5630-0-4300.00-1110-1000-010-00-000-0000	NN					432.55
PV-260761	02/02/2026	ELOP_Weilding_Supplies	01-2600-0-4300.00-1110-1000-001-00-000-0000	NN					432.55
PV-260761	02/02/2026	ELOP_Weilding_Supplies	01-2600-0-4300.00-1110-1000-001-00-000-0000	NN					77.90
PV-260761	02/02/2026	Weilding_Jacket_ELOP	01-2600-0-4300.00-1110-1000-001-00-000-0000	NN					45.45
PV-260761	02/02/2026	Weilding_Jacket_ELOP	01-5630-0-4300.00-1110-1000-010-00-000-0000	NN					45.46
PV-260761	02/02/2026	AG_Animal_Feed	01-7010-0-4300.00-3800-1000-001-00-000-0000	NN					316.10
PV-260761	02/02/2026	Music_Subscription	01-0000-0-5800.00-1110-1000-001-00-000-0000	NN					10.00
PV-260761	02/02/2026	ELOP_Flowers_Snacks	01-2600-0-4300.00-1110-1000-001-00-000-0000	NN					131.01
PV-260761	02/02/2026	Books_Book-Covers_3.7	01-0000-0-4300.00-0000-2700-001-00-000-3007	NN					236.99
PV-260761	02/02/2026	LCAP_3.12_School_Connected	01-0044-0-4300.00-1110-1000-001-00-000-3012	NN					163.61
PV-260761	02/02/2026	EHCY_Closet_Baskets	01-5630-0-4300.00-1110-1000-010-00-000-0000	NN					802.20
PV-260761	02/02/2026	MSFG_Art_Media_Supplies	01-6385-0-4300.00-3800-1000-001-00-000-0000	NN					114.70
PV-260761	02/02/2026	MSFG_Art_Media_Supplies	01-6385-0-4300.00-3800-1000-001-00-000-0000	NN					326.57
PV-260761	02/02/2026	EHCY_Supplies	01-5630-0-4300.00-1110-1000-010-00-000-0000	NN					79.29
PV-260761	02/02/2026	3.7_Staff_Awards	01-0000-0-4300.00-0000-2700-001-00-000-3007	NN					18.25
PV-260761	02/02/2026	Tracker_AG_Truck_ETS	01-0000-0-4300.00-0000-8100-010-00-000-0000	NN					30.29
PV-260761	02/02/2026	To_Be_reimbursed	01-0000-0-4300.00-1110-1000-000-00-000-0000	NN					12.97
PV-260761	02/02/2026	FFA_Reg_State	01-7010-0-5200.00-3800-1000-001-00-000-0000	NN					540.00
PV-260761	02/02/2026	ELOP_Weilding_Supplies	01-2600-0-4300.00-1110-1000-001-00-000-0000	NN					119.06
PV-260761	02/02/2026	ELOP_Weilding_Supplies	01-2600-0-4300.00-1110-1000-001-00-000-0000	NN					320.89
PV-260761	02/02/2026	MSFG_Art_Media_Supplies	01-6385-0-4300.00-3800-1000-001-00-000-0000	NN					320.89

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	Deposit type / ABA num / Account num	EE ES / Liq	E-Term Amt	E-ExtRef Net Amount
003092 (CONTINUED)							
PV-260761	02/02/2026	CTE_Repairs	01-6387-0-5600.00-0000-8100-001-00-000-0000	NN			1,238.72
PV-260761	02/02/2026	FFA_judging_cards	01-7010-0-4300.00-3800-1000-001-00-000-0000	NN			50.00
PV-260761	02/02/2026	FFA_judging_cards	01-7010-0-4300.00-3800-1000-001-00-000-0000	NN			80.00
PV-260761	02/02/2026	EHCY_Closet_Baskets	01-5630-0-4300.00-1110-1000-010-00-000-0000	NN			591.51
PV-260761	02/02/2026	ELOP_Snacks	01-2600-0-4300.00-1110-1000-001-00-000-0000	NN			206.52
PV-260761	02/02/2026	Attendace_Incentive_4.12	01-0044-0-4300.00-1110-1000-001-00-000-4003	NN			206.52
PV-260761	02/02/2026	ELOP_Weilding_Supplies	01-2600-0-4300.00-1110-1000-001-00-000-0000	NN			119.02
PV-260761	02/02/2026	EHCY_Hygiene	01-5630-0-4300.00-1110-1000-010-00-000-0000	NN			2.42
PV-260761	02/02/2026	FFA_Animal_Feed	01-6387-0-4300.00-3800-1000-001-00-000-0000	NN			27.74
PV-260761	02/02/2026	EHCY_School_Supplies	01-5630-0-4300.00-1110-1000-010-00-000-0000	NN			187.45
PV-260761	02/02/2026	EHCY_Hygiene	01-5630-0-4300.00-1110-1000-010-00-000-0000	NN			58.66
PV-260761	02/02/2026	ELOP_Weilding_Glasses	01-2600-0-4300.00-1110-1000-001-00-000-0000	NN			565.69
PV-260761	02/02/2026	Memory_Work_Phone	01-0000-0-4300.00-0000-2700-001-00-000-0000	NN			0.99
PV-260761	02/02/2026	Teacher_Calendars	01-0000-0-5800.00-1110-1000-001-00-000-0000	NN			85.10
PV-260761	02/02/2026	Audible_ETS	01-0000-0-5800.00-1110-1000-001-00-000-0000	NN			14.95
PV-260761	02/02/2026	MSFG_Art_Media_Supplies	01-6385-0-4300.00-3800-1000-001-00-000-0000	NN			1,910.61
PV-260761	02/02/2026	ELOP_Art_Supplies	01-2600-0-4300.00-1110-1000-001-00-000-0000	NN			1,027.67
PV-260761	02/02/2026	Community_Schools_PD	01-6332-0-5200.00-1110-1000-001-00-000-0000	NN			33.44
PV-260761	02/02/2026	Community_Schools_PD	01-6332-0-5200.00-1110-1000-007-00-000-0000	NN			33.43
PV-260762	02/02/2026	Hands_on_Tools	01-6387-0-5200.00-3800-1000-001-00-000-1010	NN			20.00
PV-260762	02/02/2026	Hands_on_Tools	01-6387-0-5200.00-3800-1000-001-00-000-1010	NN			20.00
PV-260762	02/02/2026	MAA_Lice_Kits	01-9010-0-4300.00-0000-3140-010-00-000-0000	NN			678.50
PV-260762	02/02/2026	ELOP_Sports_Dinner	01-2600-0-5800.00-1110-4000-001-00-000-1019	NN			46.76

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	Deposit type / ABA num / Account num / T9MPS	EE ES / Liq Amt	E-Term / Net Amount	E-ExtRef Amount
003092 (CONTINUED)							
PV-260762	02/02/2026	ELOP_Sports_Dinner	01-2600-0-5800.00-1110-4000-001-00-000-1019	NN			10.45
PV-260762	02/02/2026	ELOP_Sports_Dinner	01-2600-0-5800.00-1110-4000-001-00-000-1019	NN			12.23
PV-260762	02/02/2026	ELOP_Sports_Dinner	01-2600-0-5800.00-1110-4000-001-00-000-1019	NN			12.34
PV-260762	02/02/2026	Parking_PD	01-6332-0-5200.00-1110-1000-001-00-000-0000	NN			30.00
PV-260762	02/02/2026	CTE_Judging_Supplies	01-6387-0-4300.00-3800-1000-001-00-000-1020	NN			85.59
PV-260762	02/02/2026	1.7_Student_Awards	01-0044-0-4300.00-1110-1000-001-00-000-1007	NN			171.02
PV-260762	02/02/2026	ELOP_World_AG_EXP	01-2600-0-5800.00-1110-4000-001-00-000-1019	NN			450.00
PV-260762	02/02/2026	SVA_SWAT_Meeting	01-0044-0-4300.00-1110-1000-001-00-000-3002	NN			40.00
PV-260762	02/02/2026	ELOP_Sports_ETS	01-2600-0-4300.00-1110-1000-001-00-000-0000	NN			3,302.15
PV-260762	02/02/2026	ELOP_AfterSchool_Supplies	01-2600-0-4300.00-1110-1000-001-00-000-0000	NN			307.75
PV-260762	02/02/2026	CHATGPT_Monthly	01-0000-0-5800.00-1110-1000-001-00-000-0000	NN			20.00
PV-260762	02/02/2026	Intuit Quickbooks	01-0000-0-5800.00-0000-7200-010-00-000-0000	NN			75.00
PV-260762	02/02/2026	Caught_Being_Good	01-0044-0-4300.00-1110-1000-001-00-000-1007	NN			43.79
PV-260762	02/02/2026	Saturday_School_Supplies	01-0044-0-4300.00-1110-1000-010-00-000-3003	NN			46.37
PV-260762	02/02/2026	Saturday_School_Supplies	01-0044-0-4300.00-1110-1000-010-00-000-3003	NN			110.78
PV-260762	02/02/2026	CTE_Weilding_Supplies	01-6387-0-4300.00-3800-1000-001-00-000-0000	NN			122.28
PV-260762	02/02/2026	EHCY_Meeting_Fuel	01-5630-0-5200.00-1110-1000-010-00-000-0000	NN			38.73
PV-260762	02/02/2026	1.7_Awads_Students	01-0044-0-4300.00-1110-1000-001-00-000-1007	NN			338.37
PV-260762	02/02/2026	Classroom_Supplies	01-0000-0-4300.00-1110-1000-001-00-000-0000	NN			32.00
PV-260762	02/02/2026	ELOP_AVID_Fieldtrip	01-2600-0-5800.00-1110-4000-001-00-000-1019	NN			1,891.00
PV-260762	02/02/2026	ELOP_Sports_Dinner	01-2600-0-5800.00-1110-4000-001-00-000-1019	NN			53.76
PV-260762	02/02/2026	Community_Schools_PD	01-6332-0-5200.00-1110-1000-001-00-000-0000	NN			65.11
PV-260762	02/02/2026	Community_Schools_PD	01-6332-0-5200.00-1110-1000-007-00-000-0000	NN			65.10

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	Deposit type / ABA num / Account num / T9MPS	EE ES / Liq Amt	E-Term / Net Amount	E-ExtRef Amount
003092 (CONTINUED)							
PV-260762	02/02/2026	Parking_PD	01-7435-0-5200.00-1110-1000-001-00-000-1010	NN			6.00
PV-260762	02/02/2026	Community_Schools_PD	01-6332-0-5200.00-1110-1000-001-00-000-0000	NN			67.12
PV-260762	02/02/2026	Community_Schools_PD	01-6332-0-5200.00-1110-1000-007-00-000-0000	NN			67.12
PV-260762	02/02/2026	ELOP_CSUB_Food	01-2600-0-5800.00-1110-4000-001-00-000-1019	NN			18.36
PV-260762	02/02/2026	Saturday_School_Supplies	01-0044-0-4300.00-1110-1000-010-00-000-3003	NN			55.00
PV-260762	02/02/2026	ELOP_Sports_Dinner	01-2600-0-5800.00-1110-4000-001-00-000-1019	NN			27.39
PV-260762	02/02/2026	EHCY_Hygiene_Supplies	01-5630-0-4300.00-1110-1000-010-00-000-0000	NN			236.57
PV-260762	02/02/2026	AG_Truck_Fuel	01-6387-0-5800.00-3800-1000-001-00-000-0000	NN			42.51
PV-260762	02/02/2026	EHCY_Drivers_Ed_Student	01-5630-0-4300.00-1110-1000-010-00-000-0000	NN			14.95
PV-260762	02/02/2026	SVA_Meeting_CS_Evan	01-6332-0-4300.00-1110-2495-001-00-000-0000	NN			77.14
PV-260762	02/02/2026	SVA_Meeting_CS_Evan	01-6332-0-4300.00-1110-2495-007-00-000-0000	NN			77.15
PV-260762	02/02/2026	ELOP_Sports_Dinner	01-2600-0-5800.00-1110-4000-001-00-000-1019	NN			71.59
PV-260762	02/02/2026	AG_Night_Condors	01-7010-0-5200.00-3800-1000-001-00-000-0000	NN			600.00
		TOTAL PAYMENT AMOUNT	38,431.66 *				38,431.66
		TOTAL FUND PAYMENT	38,431.66 **				38,431.66
		TOTAL BATCH PAYMENT	38,431.66 ***		0.00		38,431.66
		TOTAL DISTRICT PAYMENT	38,431.66 ****		0.00		38,431.66
		TOTAL FOR ALL DISTRICTS:	38,431.66 ****		0.00		38,431.66

Number of checks to be printed: 1, not counting voids due to stub overflows. 38,431.66

KERN COUNTY SUPERINTENDENT OF SCHOOLS
"B" WARRANT AUTHORIZATION FOR PAYMENT

EL TEJON UNIFIED SCHOOL DISTRICT DATE 02/03/2026

Total Cash Disbursement: $14, 286.00
Batch: 0052

We, and each of the undersigned, as members of the governing board or agent, by signature hereto approve each and every and all of the listed orders as proper and legal charges against school district funds.

Misty Johnston _____ _____
Chief Business Official, Trustee/Authorized Agent Trustee

_____ _____ _____
Trustee Trustee Trustee

Batch status: A All
From batch: 0052
To batch: 0052
Include Revolving Cash: Y
Include Address: N
Include Object Desc: N
Include Vendor TIN: Y

088 EL TEJON UNIFIED J30314 ACCOUNTS PAYABLE PRELIST APY500 L.00.25 02/03/26 13:02 PAGE 1

BATCH: 0052 SUE BROWN MOU << Open >>

FUND : 01 GENERAL FUND

Vendor/Addr Remit name / Req Reference	Date	Description	Tax ID num	Deposit type / FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4 T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
002515/00 SUELLEN BROWN			392636778						
PV-260771	02/03/2026	MOU_January2026		01-6332-0-5800.00-1110-3130-007-00-000-0000 NY					7,143.00
PV-260772	02/03/2026	MOU_February2026		01-6332-0-5800.00-1110-3130-007-00-000-0000 NY					7,143.00
				TOTAL PAYMENT AMOUNT		14,286.00 *			14,286.00
				TOTAL FUND PAYMENT		14,286.00 **			14,286.00
				TOTAL BATCH PAYMENT		14,286.00 ***		0.00	14,286.00
				TOTAL DISTRICT PAYMENT		14,286.00 ****		0.00	14,286.00
				TOTAL FOR ALL DISTRICTS:		14,286.00 ****		0.00	14,286.00

Number of checks to be printed: 1, not counting voids due to stub overflows. 14,286.00

MEMORANDUM OF UNDERSTANDING

(Contract Hours and Services)

This Memorandum of Understanding (MOU) was entered into on December 3, 2025, by and between S.E. Brown Educational Consulting Services, address Frazier Park, CA 93225, and El Tejon Unified School District (ETUSD), El Tejon Community Schools, address 4337 Lebec Road, Lebec, CA 93243-0876. S.E. Brown Educational Consulting Services and ETUSD are collectively hereafter known as the "the Parties"

Upon acceptance and signatures by both S.E. Brown Educational Consulting Services and ETUSD, this proposal becomes an agreement for services wherein each mutually agrees as follows:

RESPONSIBILITIES AND OBLIGATIONS OF THE PARTIES

1. S.E. Brown Educational Consulting Services shall:

The Trauma-Informed Learning Consultant will partner with El Tejon Unified School District (ETUSD) to provide specialized trauma-informed support services to students in grades 9–12, with expanded services available to the greater mountain community. This independent contractor position is funded by California's Community Schools Partnership Program (CCSPP) and will directly support the implementation of the four CCSPP pillars: Integrated Student Supports, Expanded Learning Time, Family and Community Engagement, and Collaborative Leadership and Practices.

a) Provide direct trauma-informed interventions for high school students experiencing emotional dysregulation, anxiety, or academic disruptions due to trauma or adverse experiences.
b) Support individual and small-group SEL sessions focused on resilience, mindfulness, self-regulation, and communication.
c) Coordinate with ETUSD Support Services to identify at-risk students and support re-entry from disciplinary absences, hospitalizations, or family crises.
d) Make referrals and collaborate with Clinica Sierra Vista and other mental health providers to connect students and families with additional care.
e) Facilitate training and coaching for school staff to increase trauma-informed practices in classrooms.
f) Participate in school site council, community school leadership teams, and relevant planning committees to ensure community voices are reflected in service planning and delivery.
g) Collect and report service data, impact stories, and outcomes to support grant compliance and continuous improvement.
h) Act as a liaison to community members seeking support, creating bridges between ETUSD and local service providers

2. ETUSD Shall:

a) Provide a space for S.E. Brown Educational Consulting Services to meet with students and families in private
b) Provide a translator if needed, and the translator agrees to confidentiality
c) Allow use of the copier and scanner to make copies or send items for families as needed.

3. ETUSD Understands:
a) S.E. Brown Educational Consulting Services is a mandated reporter.
b) S.E. Brown Educational Consulting Services can share student and family information with school district staff, but all information is to remain confidential

4. ETUSD agrees to pay S.E. Brown Educational Consulting Services:
a) A rate $7,143.00 per month from December 2025 to June 2026.

TERMS OF UNDERSTANDING
The term of this Memorandum of Understanding shall be for the period from December 3, 2025, to June 30, 2026, and may be extended upon written mutual agreement of both Parties.

AMENDMENT OR CANCELLATION OF THIS MEMORANDUM
This Memorandum of Understanding may be amended, modified, or canceled at any time in writing by mutual consent of both Parties.

GENERAL PROVISIONS
If at any time either party is unable to perform their duties or responsibilities under this Memorandum of Understanding, the affected party shall immediately provide written notice to the other party to establish a date for resolution of the matter.

This Agreement shall be signed by Suellen Brown, S.E. Brown Educational Consulting Services, Mike Vogenthaler, Principal, FMHS, and Sara Haflich, Superintendent, ETUSD, and shall be effective as of the date first written above.

Suellen Brown, S.E. Brown Educational Consulting Services

Suellen Brown 12/03/2025
(Date)

Mike Vogenthaler, Principal, FMHS

Mike Vogenthaler 12/03/2025
(Date)

Sara Haflich, Superintendent, ETUSD

Sara Haflich 12/03/2025
(Date)

Form **W-9**
(Rev. March 2024)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give form to the requester. Do not send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See *Specific Instructions* on page 3.

1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)
Suellen E. Brown

2 Business name/disregarded entity name, if different from above.
S.E. Brown Educational Consulting Services

3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only one of the following seven boxes.

☒ Individual/sole proprietor ☐ C corporation ☐ S corporation ☐ Partnership ☐ Trust/estate

☐ LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) . . . . .

Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.

☐ Other (see instructions)

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
Exempt payee code (if any)
Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any)
(Applies to accounts maintained outside the United States.)

3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions . . . . . ☐

5 Address (number, street, and apt. or suite no.). See instructions.
P.O. Box 236

Requester's name and address (optional)

6 City, state, and ZIP code
Frazier Park, CA 93225

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number
[ ][ ][ ] - [ ][ ] - [ ][ ][ ][ ]

or

Employer identification number
[3][9] - [2][6][3][6][7][1][8]

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here | **Signature of U.S. person** Suellen E. Brown | **Date** 12/3/2025

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they