



Mary Kay Monson
Superintendent

701 W. McCabe Road
El Centro, CA 92243
Phone: (760) 335-5200
Fax: (760) 352-4398
www.muesd.net

McCabe School

Comprehensive School Safety Plan 2024-2025

Full Version

Revised: February 21, 2024
Board Approved: March 12, 2024

Table of Contents

Safety Plan Introduction.....	3
School Safety Plan Committee.....	4
SB187 Policies and Procedures.....	6
District Mission Statement and School Demographics.....	8
Current School Assessment.....	8
Action Plan.....	9
Section One – Physical Environment.....	10
Responsibilities of School Personnel – Administration.....	12
Responsibilities of the Teachers.....	13
Responsibilities of the Maintenance and Operations Manager.....	13
Responsibilities of the Substitute Employees.....	14
Responsibilities of Parents, Students, and Visitors.....	14
Section Two – School Safety Compliance.....	15
Child Abuse Reporting Procedures.....	16
Safe and Orderly School Environment Conducive to Learning.....	16
Hate-Motivated Behavior: Suspension and Expulsion.....	18
Teacher Notification of Dangerous Pupils.....	18
Non-discrimination/Harrassment.....	19
Uniform Complaint Procedures.....	19
Bullying/Cyberbullying.....	19
Dress Code/Student Release During School Hours/Safe Ingress and Egress.....	20
Weapons and Dangerous Instruments/Visitors on Campus Proceures.....	21
Access to Public Agencies/Injury and Illness Prevention Program.....	22
Section Three – Emergency Response Plans.....	23
Emergency Response Plan / Incident Command System.....	24
Emergency Procedures	
• Standard Response Protocol.....	25
• Medical Emergency.....	26
• Fire and Evacuation.....	27
• Incident Command Center.....	28
• Assault.....	28
• Threat of Violence/Bomb Threat.....	29
• Suicide Ideation.....	30
• Death at School.....	31
• Bus Accidents.....	32
• Bus Operations During Earthquakes.....	34
• Missing Person	34
• Abandoned Child.....	35
• Criminal Allegation Against a Student.....	36
• Campus Disorder – Walk Out or Sit Ins.....	36
• Off-Campus Procedures.....	37
APPENDIX.....	38

Comprehensive School Safety Plan (CSSP)

G. m

ABOUT THE COMPREHENSIVE SCHOOL SAFETY PLAN (CSSP)

The development of a comprehensive school safety plan is mandated by California Education Code 32281. This mandate, which was established by Senate Bill 187, states that each school's Site Council, or a Safety Planning Committee authorized by the Site Council, shall develop a "safety plan" relevant to the needs and resources of the school. "Safety", in terms of these plans includes aspects of social, emotional, and physical safety for both youth and adults at our schools.

The Comprehensive School Safety Plan shall be used to provide details regarding each school's strategies, programs and procedures to support a safe school environment. The California Education Code sections 32280-32289 outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. Requirements are:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The information contained in a school's safety plan may be supplemented by information not specified in the California Education Code sections 32280-32289.

Safety Planning Committee Members

The Safety Planning Committee is made up of a combination of staff and parents who work together to review data, identify areas of need, and help us to prioritize the programs we provide for our students and their families.

Category	Name	Category	Name
Administration	Lucio Padilla Jr.	Board Member	Alexa Horne
Administration	Gina Sanchez-Macias	Board Member	Dr. Edgar Aguilar
Administration	Veronica Hernandez	Classified Management	Nick Curry
Teacher	Liz Cochran	Parent	Ken Phillips
Classified	Renee Galvan		

We appreciate the time and effort of this group in supporting the school's efforts to engage and educate our parent community.

Roles and Responsibilities:

- ✓ Develop the school site safety plan
- ✓ Actively review and assess the current status of the school crime committed on campus and at school-related functions
- ✓ Identify safety-related goals and strategies and /or programs that will be used to meet those goals for the upcoming school year
- ✓ Review and report progress of safety plan and goals to the School Site Council, staff, parent groups, and Board of Trustees

School Site: McCabe Elementary School

Fiscal Year: 2024/2025

We, the McCabe School Site Council (SSC) and the McCabe School Safety Planning Committee (SSPC), have read and approved this Safe School Plan pursuant to Education Code 32280-32289.5. We have consulted with a representative of a law enforcement agency in the writing and development of the comprehensive school safety plan. It addresses the safety concerns identified through a systemic planning process. It identifies strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

Date Approved by the Committee: Wednesday, February 21, 2024

Principal Signature (Required)



Principal Signature (Required)



Teacher Signature (Required)



Classified Employee Required



Parent/Guardian Signature (Required)



Other Signature (Optional)



Other Signature (Optional)



Other Signature (Optional)



Verifications

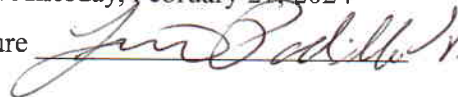
This plan must be evaluated during the current fiscal year and was revised prior to March 1st.

 X Confirmed

These following individuals were notified of the public meeting: MTA, CSEA, SSC and all persons requesting notification. This plan was communicated to the public at a public meeting at the school site on this date: Tuesday, March 12, 2024

District Office Use: Date Plan Received from School Site: Wednesday, February 21, 2024

Date Plan Approved: Wednesday, February 21, 2024 Signature



SB187 Policies and Procedures

Consultation with Law Enforcement Agency

SSC/SSPC must consult with a representative from a law enforcement agency in the writing and development of the Safety Plan. The following representative was consulted during the development of this plan.

Name of Law Enforcement Representative: Lieutenant Murad Masad

Date of Consultation: February 20, 2024



Assessment Data

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

Assessment data included in this plan are (check boxes):

- ✓ Local law enforcement crime data
- ✓ Suspension/Expulsion data found in California Longitudinal Pupil Achievement Data System
- ✓ Behavior Referrals
- ✓ Attendance rates/School Attendance Review Board Data
- ☐ School Improvement Plan
- ☐ Property Damage Data
- ☐ Other: _____

Safety Strategies

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

Safety Strategies are included in this plan:

✓ Yes No

Required Safety Procedures

The School Safety Plan must include all the following:

- ✓ Child Abuse Reporting Procedures
 - *Included in District Policies Section
- ✓ Disaster Procedures, routine and emergency, including adaptations for pupils with disabilities
- ✓ Earthquake emergency procedures that include the five (5) following items:
 1. A school building disaster plan
 2. A drop procedure
 3. Dates and times drills held (once each quarter in elementary, once each semester in secondary schools)
 4. Protective measures taken before, during, and after an earthquake
 5. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in earthquake emergency procedure system
- ✓ Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare
- ✓ Policies and procedures which lead to suspension and/or expulsion
 - *Included in District Policies Section
- ✓ Procedures to notify teachers of dangerous pupils
- ✓ Policy prohibiting discrimination, harassment, intimidation, and bullying.
 - *Included in District Policies Sections
- ✓ Provisions of any school site dress code, including prohibition of “gang-related” apparel.
 - *Included in District Policies Section
- ✓ Procedures for safe ingress and egress of pupils, parents, and employees from school site, including access to school campus
- ✓ Procedures that create a safe and orderly environment conducive to learning at the school.
 - *Included in District Policies Section
- ✓ Access to the school campus (visitors)
- ✓ The rules and procedures on school discipline
 - *Included in District Policies Section
- ✓ Crisis Response Plan
- ✓ Hate crime reporting procedures and policies.
 - *Included in District Policies Section

District Mission Statement

Our mission of McCabe School District is to be the model of educational excellence, innovation and leadership. We are committed to work collectively with students, families, and the community. We are dedicated to provide a safe and conducive environment for learning.

School Demographics

McCabe Elementary School occupies approximately 35 acres of property at the corner of McCabe and Austin Roads in Imperial County. This includes 20 acres west of the main McCabe campus that were purchased from Mr. And Mrs. Virgil Corfman in 2006. The development of this property was completed during the summer of 2008 and the Corfman portion of McCabe School is used to house students in grades 4-8 and was officially opened in the fall of 2008.

McCabe Union Elementary School District is located just southwest of El Centro. Our TK through 8th Grade district is considered a rural school that feeds into the Central Union High School District. California Longitudinal Pupil Achievement Data System (CALPADS) enrollment for Fall 2023 was 1159 students. The socioeconomics of the school community are comprised of a wide range of occupations, from professionals to unskilled laborers. One indicator of the economic status is the number of federally funded free or reduced lunches served in the District. The Fall 2023 Unduplicated Pupil Percentage (UPP) was 49%. Student enrollment continues to decline and it is the District's goal to continue with a 24:1 in TK through 3rd Grade. The school was designated a California Distinguished School during the 2005-2006, and 2011-2012 school years. The California Department of Education recognized the McCabe Union Elementary School District as an outstanding educational program and awarded the District the California Gold Ribbon Schools Award during the 2015-2016 school year.

Current Assessment of School

During the 2022-23 school year, McCabe Union Elementary School District had a suspension rate of 0.7% and had a decrease of by 0.1% from the previous year.

During the 2023 California Dashboard, the school declined the rate of chronic absenteeism with a percentage of 10.4%. The school will continue to focus on improving this trend in reducing chronic absenteeism.

An analysis of behavior referrals reveals that most incidents of referrals to the office are for minor infractions. Most referrals are for students lacking conflict resolution skills to resolve disagreements among themselves.

Action Plan – Annual Safety Goals

Goal 1:	Provide training for students, staff, and parents on safety procedures to include the Standard Response Protocol, the Standard Reunification Method, and the adopted application for emergency management system.
	Strategy 1.1 – Update and inform educational partners on the annually revised safety plan.
	Strategy 1.2 – All staff will be trained in school safety procedures at the beginning of the year, focusing on, but not limited to Physical Environment, School Safety Compliance and the Emergency Response Plans.
	<p>Strategy 1.3 – All staff and students will participate in monthly drills, such as preparing for shelter (e.g. earthquake), evacuation (e.g. fire), Lockdown. To include, but not limited to the following:</p> <ul style="list-style-type: none"> • 2 Fire • 2 Earthquake/evacuation drills • A Lockdown with Reunification Drill <p>Additional drills based on the Standard Response Protocol. All drills include an evacuation and student and staff accounting.</p>
	Strategy 1.4 – Parents will be invited to attend various trainings related to school safety and wellness.
Goal 2:	Increase student safety awareness and positive behavior climate as measured by the suspension and expulsion rate.
	Strategy 2.1 – Prevention and awareness training will be provided to students and parents in the areas of Harassment/Sexual Harassment, Cyber/Bullying, Threat of Violence, and components of ED code 48900
	Strategy 2.2 – Improve character development and build leadership with PeaceBuilder and in Leader in Me Program.
	Strategy 2.3 – Provide counseling services to meet the academic, social-emotional and career development needs of students.
	Strategy 2.4 – Establish a Student Attendance Review Team to hold regular monthly meetings to provide intervention for students with chronic absenteeism with the goal to helping overcome barriers to regular attendance and to improve academic success.

Section 1

Physical Environment

Section 1

Safety Plan

Physical Environment Component

Preface

The McCabe Union Elementary School District assumes the responsibility of providing a safe environment for students, staff, parents, and other visitors while being present at our school. The purpose of this safety plan is to provide the information necessary to enable district personnel to ensure a safe environment during an emergency situation involving students, personnel, community members, and facilities during school-sponsored classes, programs, and activities. It is important to remember all school personnel, both classified and certificated, as well as district and appropriate community resources should be utilized in any comprehensive emergency response plan. In the event of an emergency that requires parents to be notified, the district will use Parent Square to keep parents informed. The website will also be updated to keep everyone informed. In the event of such an emergency, the School Board will always be notified. The school has adopted The Standard Response Protocol and The Standard Reunification Method from the I Love U Guys Foundation and Raptor as its Emergency Management System to prepare for, respond to, and recover from any emergency. The school provides on-going training for staff and monthly practice of emergency drills. Security cameras have been installed in addition to a brand new public address system to provide an additional layer of security.

Special Note

It is vitally important that all school personnel take seriously any comments made by students involving violence, either to themselves or others. Please take the responsibility to report any such comments to an administrator, even though at the time, the comments may seem to have been made in jest.

In the event of an active assailant situation and shots, gunfire, or other life threatening events are observed or are heard, it is the responsibility of all personnel to initiate lockdown procedures and notify administration. A lockdown must be a response to a clear and present danger to the safety of students or staff at a school site.

School Safety Plan

Physical Environment Component

Responsibilities of School Personnel

Administration

The school site administrators are responsible for all pre-disaster and preparedness for their school. They are subject to the directive and guidelines issued by the McCabe Union Elementary School District Superintendent or designee. In the event of an emergency, they are designated representatives who will assume overall directions of disaster procedures at the school.

In discharging this responsibility, the principal of the school shall:

1. During Pre-Emergency Conditions:

- Appoint a designee who shall assume the duties of the principal in his/her absence and identify duty assignments of other school personnel that are found in the School Site Emergency Plan under the Incident Command System (ICS) section
- Utilize the Facility Inspection Tool (FIT), the assessment of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. Monitor progress through quarterly checks based on priorities with administration.

2. Utilize directives and guidelines established by the school district to:

- Develop a disaster and preparedness plan that shall be kept operative at all times
- Ensure that staff and students are properly trained in the school's emergency response plan
- Ensure that staff is trained to use emergency tools and resources including, but not limited to: Raptor Visitor and Emergency Management, radios, public address system, fire extinguishers, and automated external defibrillators.
- Ensure that there is an adequate warning system available and that the various alarm signals are known and understood by students and staff in addition to a shared vocabulary used to broadcast the need to respond to an emergency.
- Collaborate with fire and police department personnel in planning for emergency response plans.
- Plan with fire and police department personnel for primary and alternative traffic control plans for pedestrian and vehicular movements within the school plan
- Arrange for instruction and training of students to ensure their safety by reviewing emergency response procedures.
- Coordinate with staff the maintenance, operations, and inventory of all emergency equipment and supplies. This includes medical supplies, that they are maintained in usable conditions at all times by checking them at least annually.
- Conduct annual check list review of emergency buckets ensuring the necessary supplies are available and that are not expired.
- Know the location and operation of utility shut-off valves
- Communicate with students and parents about the school safety plan
- Conduct regularly scheduled drills and maintain a record of these in the emergency management system
- Provide substitutes with information regarding their responsibilities, evacuation routes, and general procedures

3. During Emergency and Post-Emergency Conditions:

- Assume overall direction of school crisis management
- Direct evacuation of building(s), using the Standard Response Protocol

- Arrange for transfer of students when their safety is threatened
- If students are to be released from the school, issue instructions to teachers

Teachers

Teachers will be responsible for the supervision of students. They will follow the instructions and guidelines of the McCabe Union Elementary School District School Safety Plan and the specific instructions from the Superintendent, Principal, or designee.

In discharging their responsibility, teachers shall:

1. During Pre-Emergency Conditions:

- Be knowledgeable of the hazardous effects of different emergencies and the survival techniques for each
- Provide instruction and practice for students in the techniques of survival and emergency procedures to be followed
- Keep personal information on each student accessible at all times – Red Binders
- Keep posted (in their classroom) The Standard Response Protocol Poster, and the evacuation map.
- Leave written instruction for substitutes on safety procedures
- Maintained classroom doors locked at all times, do not share gate codes with anyone, and always lock gates behind them.

2. During Emergency and Post-Emergency Conditions:

- Supervise the evacuation of students to inside or outside assembly areas
- Remain with students until relieved of responsibility by the Superintendent or Principal. When class relocates, take roll (as soon as possible)
- Report missing students to the principal or designee. If there is reason to believe that students may be endangered in a school structure, attempt rescue measures with available trained personnel
- Render first aid, restore order, and assist staff and students as needed
- Release students only to authorized persons by following proper sign out procedures

Campus Maintenance Manager

The responsibility of the campus maintenance worker shall be:

2. During Pre-Emergency Conditions:

- Maintain all fire equipment (extinguishers, hoses, etc.) in good working condition.
- Assure fire alarm and public address system are in working order
- Maintain a set of the building blueprints
- Be knowledgeable of the hazardous effects of different emergencies and the survival techniques for each
- Maintain landscaping to ensure proper view of potential hazards and danger. Maintain fences and locks in good repair.
- Annual implementation of the Facilities Inspection Tool (FIT) and monitor progress through quarterly checks based on priorities with administration.

3. During Emergency and Post-Emergency Conditions:

- Shut off all utilities immediately when directed to do so
- Conduct damage control to limit damage to the school facility
- Survey and report damage to the school principal
- Assist as needed and where directed to do so

Substitute Employees

The responsibility of a substitute employee shall be:

1. During Emergency and Pre-Emergency Conditions:

- Become familiar with the evacuation routes and general emergency procedures at the school site
- Follow the lead and support site staff that are assigned to their assignment during an emergency or site drill

2. During Emergency and Post-Emergency Conditions:

- Follow the lead and support site staff that are assigned to their classroom during an emergency or site drill
- Lead or Co-lead the accounting for all students in their attendance
- Assist where directed to do so

Parents – Students – Visitors

The responsibility of the parents, students, and visitors shall be:

- Students must familiarize themselves with the preset evacuation routes
- Parents must provide the school with emergency contact numbers where they can be contacted at any time during school hours and after school hours
- Have all necessary medical information on file in the school office
- Visitors will only enter the school campus through the office
- All visitors must report to the office and will be directed where to reunite with child
- The visitor sticker must be worn at all times while visiting the campus

In the event of a campus emergency:

- Students must follow directions without hesitation
- Parents must follow the direction of the administrator in charge and assist as needed
- Parents must complete the process for reunification which includes verification of identification and authorization for release on the student's emergency card

Section 2

School Safety Compliance

Child Abuse Prevention and Reporting

Child abuse can be any of the following:

1. A physical injury which is inflicted on a child by another person other than by accidental means.
2. The sexual abuse, assault, or exploitation of a child.
 - The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
 - The willful infliction upon a child of any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.
 - The willful harming or injuring of a child or endangering of the person or the health of a child where the person responsible for the child's welfare is a licensee, administrator, or employee of any facility licensed to care for children or an administrator or employee of a public or private school or other institution or agency.

Child abuse does *not* include:

1. A mutual fight between minors
2. An injury that is caused by the actions of a peace officer using reasonable and necessary force within the scope of his or her employment
3. An injury caused by any force that is reasonable and necessary for a person employed by or engaged in a school:
 - To stop a disturbance threatening physical injury to people or damage to property
 - For purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within control of a pupil
 - To exercise the degree of control reasonably necessary to maintain order, protect property, protect the health and safety of pupils, and maintain proper and appropriate conditions conducive to learning.

Reference Policy – Child Abuse Reporting Procedures Board Policy AR 5141.4; BP 5141.4

A Safe and Orderly School Environment Conducive to Learning

The McCabe Union Elementary School District will provide a safe, nurturing community in which to learn so each student can become competent and self-sufficient in the areas of academic, physical, social, and emotional competencies. The McCabe Board of Education accepts the responsibility for developing policies related to conduct and discipline. Administration has the duty and responsibility to implement those policies. Teachers shall enforce the discipline and conduct rules in the instance of minor violations and in other circumstances refer major violations to administration. It is the student's responsibility to know the rules of the school and to obey them. Parents or guardians have the responsibility of knowing the rules and communicating about them with their children and with the school to help develop a positive learning environment. Our goal is to provide our students with the best possible education. The students and the adults in their lives, teachers, bus drivers, parents, other support staff, and guardians all have a major role in making that education count. Individual behavior, especially in large groups, plays a major role in how well students learn.

1. Student Rights and Responsibilities

- It shall be the right of students to:
 - a. Have a safe, healthy, orderly, and courteous school environment
 - b. To learn in an environment that is free from bullying and other forms of intimidation and harassment
 - c. Take part in all district activities on an equal basis

- d. Attend and participate in school programs unless suspended following due process
- e. Have school rules and conditions available for review
- f. Have, in all disciplinary matters, the opportunity to present their versions of the facts and circumstances
- g. Participate in a program that is free of verbal, physical, sexual, and other forms of personal harassment, and
- h. Attend a school that is free from verbal, written, or physical threats of violence
- It shall be the responsibility of students to:
 - a. Follow all district policies, and rules
 - b. Work to the best of their ability in all academic and extracurricular-pursuits and strive toward the highest level of achievement possible
 - c. Hold themselves to the highest standard of conduct, demeanor, and sportsmanship
 - d. Accept responsibility for their actions
 - e. Seek help solving problems that might lead to disciplinary procedures
 - f. Be in regular attendance at school and in class
 - g. Contribute to the maintenance of an environment conducive to learning
 - h. Show respect due other persons and property
 - i. Dress in accordance with standards established by the Board of Education
 - j. Make constructive contributions to the school, and
 - k. Report accurately the circumstances of school-related issues

2. Attendance

- Bringing students and teachers together in a classroom is how the process of education takes place. Any time students are not present for instruction something is lost which may not be regained. Where this loss is severe, the student may not be able to successfully complete the requirements of the course. Good attendance usually results in fewer school dropouts and a higher learning rate. The habit of regular attendance carries over into business and family life. It also increases the district's revenues through state aid.
- Students are expected to be in school unless they have an excused reason to be absent. The school is not opened for students until 7:30 AM. Students are supervised outside until 8:10 AM for the bell before going to classrooms.
- Students who are not in their assigned rooms by 8:11 a.m. will be considered tardy or absent.
- Students who are late to school must report to the office to obtain a late pass. Teachers will not accept a student into a classroom after 8:11 AM without a late pass.
- When a student is ill or otherwise absent, parents/guardians should phone the school or complete the Student Absence Reporting Form from district's website to verify the absence. The school numbers are (760) 335-5200 and (760) 352-5443 and the online student absence report form can be found at this web address: www.muesd.net. Every absence must be verified.
 - Any pupil subject to full-time education who is absent from school without a valid excuse for more than 30 minutes on each of three days in one school year is a truant and shall be reported to the attendance supervisor of the superintendent of the school district.
California *Education Code* Section 48260
 - A student is considered chronically absent when they are absent 10 percent or more of the school year. Students who are chronically absent or are trending in that direction will be monitored by the Student Attendance Review Team and are subject to be referred to the Student Attendance Review Board.

3. Student Behavior – Code of Conduct.

- The Code of Conduct is a guide to acceptable behavior. *It is not meant to cover*

every possible incident.

- All students will be held accountable for his/her actions in accordance with school rules, district policy, the California Education Code, and criminal and civil laws. Students may be assigned detention, in- school suspension, or out-of-school suspension depending upon the severity and circumstances of their actions. A parent conference with Administration may be required.
- When unacceptable student behavior occurs, it is the responsibility of the staff member who is in closest proximity to the incident to take whatever action is necessary to protect the student, other students, staff, and school property.

The McCabe Union Elementary School District Discipline Matrix is included in the Appendix.

Hate-Motivated Behavior: Suspension and Expulsion/Due Process

The Governing Board 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, or 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.

Reference Policy – Hate-Motivated Behavior BP 5145.9(a)

Reference Policy – Suspension and Expulsion Policies – Inclusive of Hate Crime Reporting Procedures Board Policy AR 5144, 5144.1; BP 5144, 5144.1

Employer Security Teacher Notification of Dangerous Pupils

The Superintendent or designee shall inform the teacher of every student who has caused or tried to cause another person serious bodily injury or any physical injury which requires professional medical treatment. This information shall be based upon written district records or records received from a law enforcement agency. Teachers shall receive the information in confidence and shall not disseminate it further. (Education Code [49079](#))

The above information shall be made available for teachers to read, and a copy shall be kept in the student's file.

Reference Policy – Board Policy AR 4158

Non-discrimination/Harassment

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

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

Reference Policy – Nondiscrimination/Harassment Board Policy AR 5145.3; BP 5145.3

Uniform Complaint Procedures

The California Code of Regulations (Title 5, Section 4600 et seq.) requires the districts, among other things, to adopt and publish procedures referred to as the Uniform Complaint Procedures (UCP) that provide for prompt and equitable resolution of discrimination, harassment, intimidation, and bullying complaints. The district must notify students, employees, and parents, as well as others, of its local complaint procedures and identify the person or persons responsible for processing complaints.

Reference Policy – Nondiscriminatory and Harassment Board Policy AR 5145.7; BP 5145.7

Bullying/Cyberbullying

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

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

The Superintendent or designee shall develop strategies for addressing bullying in district schools

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

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

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

Reference Policies - Bullying BP 5131.2; AR 5131.2

Dress Code

Students are expected to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Reference Policy – Dress Code Board Policy AR 5132; BP 5132

Student Release During School Hours

In an emergency or on special occasions, it may be necessary for a student to leave school grounds before general dismissal time. For early dismissal, the school requires a written note, or a phone call by the parent/ legal guardian preferably before 11:00 am. Parents may also make the request in person in the front office. The request should include the time of dismissal and whether the child will return the same day. Students will be issued a blue note from the office. Before leaving campus, the parent or anyone authorized by the parent in the emergency card must sign out the student(s) from the office using Raptor, the visitor management system by presenting their driver's license the first time the student is signed out. If the student returns the same day, he/she must sign in at the office. Parents are to meet their children in the office.

Students may not be released to relatives or other adults not listed on his/her emergency card. Any person listed on the emergency card must have a photo identification and a note of released signed by the parent or legal guardian of the child at the time of pick up. No child will be allowed to walk or ride their bike to and from school.

Safe Ingress and Egress

McCabe Union Elementary School District is in a rural campus setting. All students and employees enter the campus through the designated entrances before school starts. Once the school day begins, all visitors will only enter and exit through the front entrances. Students are brought to school by parents or transported by district buses. Students being transported by car are to use the crosswalk or exit their cars in the supervised car line. At the McCabe campus students are loaded into cars by staff-members or picked up by parents directly from the carline.

- Students are monitored to ensure a safe pick-up in the car line.
- All bus students are dropped off at the bus stop between the school sites. They exit the bus directly onto the fenced playground. At the end of the day students are to report to their designated bus loading zone and wait in line for the bus driver to open the bus. Bus loading zones are monitored at the end of the day.
- As needed, before, during and after school, the campus is supervised by the principal and other school personnel. There is sufficient supervision to allow students to enter and leave campus undisturbed and safely.

Weapons and Dangerous Instruments

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds, when using district provided transportation, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Reference Policy – Weapons and Dangerous Instruments Board Policy AR 5131.7; BP 5131.7

Visitor on Campus Procedures

All campus visitors are required to stop by the school office to sign into Raptor, our Visitor Management System, with his/her ID and receive a visitor's pass. Visitors must return to front office to turn in visitor's pass when leaving. No parent, guardian, or visitor should be on school grounds or in classrooms without a visitor's pass during school hours.

During special events, other supervised gates may be used to enter the campus. Both campuses are to maintain a closed campus during working hours. If there is an intruder on campus, staff will direct person to report to the front office and meet with administration. If intruder is non-compliant, a lockdown can be initiated, and law enforcement will be contacted.

All visitors must also comply with the signs indicating that Restricted Areas are for Authorized Personnel Only. In addition, these signs state:

NONPUBLIC AREA BEYOND THIS POINT

All people entering the campus as visitors during normal daily business hours (7:30a.m.- 4:00p.m.), past this point, must have an appointment and check in at the front desk with an ID through the Raptor Visitor Management System. A visitor is defined as a non-employee or contractor of the district. All visitors must be accompanied by an escort through the building to their appointment destination. Unescorted members of the public must remain in the front desk area of the office. Due to the confidential information related to students and staff, no video recording, still photography, or voicerecording shall take place beyond this point unless there is a scheduled time, place, and venue that will not expose confidential information.

Legal Reference:

MUESD Board Policy, Administrative Regulation, and Exhibit 1250

California Education Code 51512

California Code of Procedure 1985.6(e) administrative

Access to Public Agencies

McCabe School District allows access to public agencies as needed. The school is equipped with two barrier gates that are locked at all times and will be opened for emergency vehicles. McCabe School is designated as a shelter in the event of an emergency and has a shelter agreement with American Red Cross.

Injury and Illness Prevention Program (IIPP)

The McCabe Union Elementary School District will follow it's COVID-19 and Injury and Illness Prevention Program (IIPP). The plans can be found on the school website at www.muesd.net.

Reference Policy – Board Policy 0470

Section 3

Emergency Response Plans

Disaster Emergency Response Plan - SEMS and Immediate Response Actions

The Standardized Emergency Management System (SEMS) is the cornerstone of California's emergency response system and the fundamental structure for the response phase of emergency management. SEMS incorporates the Incident Command System, ICS.

The Incident Command System:

1. Is a standardized management tool for meeting the demands of small or large emergency or non-emergency situations.
2. Represents "best practices" and has become the standard for emergency management across the country.
3. May be used for planned events, natural disasters, and acts of terrorism.
4. Is a key feature of the National Incident Management System (NIMS). The ICS is a management system designed to enable effective and efficient domestic incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to enable effective and efficient domestic incident management. A basic premise of ICS is that it is widely applicable. It is used to organize both near-term and long-term field-level operations for a broad spectrum of emergencies, from small to complex incidents, both natural and manmade.

Our district provides a wide variety of trainings related to school safety to all staff. This includes the following: Bloodborne Pathogens Awareness, Mandated Reporting, Sexual Harassment, Homicide and Suicide Prevention, Playground Supervision, Bullying Prevention, Integrated Germ Management and Cardiopulmonary Resuscitation.

In addition, our district provides monthly trainings on how to respond to emergencies. This includes fire drills, earthquake drills, and lockdown drills based on and using the common terminology from the Standard Response Protocol and the Standard Reunification Method from the I Love U Guys Foundation. These protocols are in alignment with and complement the structure of the Standard Emergency Management System. These trainings are focused on utilizing a common vocabulary with students, staff, parents, and are a part of the Imperial County Office of Education efforts to include local emergency responding agencies such as local law enforcement, fire department, etc. to participate in the same trainings and focus on applying the same Standard Response Protocol and the Standard Reunification Method. Every monthly drill is based on one of the Standard Response Protocols and each drill includes testing of our fire alarms and practicing evacuations.

Students and staff are trained on what to do in the event of an emergency. Teachers work with their students on being situationally aware of their surroundings and to listen to directives. There is a training for all staff at the beginning of the school year and prior to an emergency preparedness drill. Staff is also trained on using Raptor's Emergency Management System to account for students and staff as well as visitors. This application is also used as an additional communication tool and provides access to all our safety maps and safety plan. Our single school district also has both the transportation department and maintenance and operations department on site for support. We have over 60 handheld radios to communicate and six 800mhz radios to directly communicate with law enforcement.

The Standard Response Protocol is Action Based

The Standard Response Protocol (SRP) is based on the response to any given situation not on individual scenarios. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple - these five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants.



Hold is followed by the Directive: "**In Your Room or Area**" and is the protocol used when hallways need to be kept clear of occupants.



Secure is followed by the Directive: "**Get Inside. Lock Outside Doors**" and is the protocol used to safeguard people within the building.



Lockdown is followed by "**Locks, Lights, Out of Sight**" and is the protocol used to secure individual rooms and keep occupants quiet and in place.



Evacuate and may be followed by a location, and is used to move people from one location to a different location in or out of the building.



Shelter State the **Hazard** and **Safety Strategy** for group and self protection.

The complete manual for the The Standard Response Protocol for K12 Schools and Districts 2023 Operational Guidance V4.1 is included in our Appendix. This tool guides our preparation and exercises for all emergencies. This manual includes an introduction, overview, implementation guidance, messaging, and communication, sequencing the actions, and strategies for drills and exercises. All classrooms have a copy the Standard Response Protocol and individualized evacuation maps and are posted next to each door at eye level.

The Standard Response Protocol

The Standard Response Protocol will be used for emergencies that require the following actions:

- Hold
- Secure
- Lockdown
- Shelter
- Evacuate

The Standard Response Protocol K12 2023 Operational Guidance V4.1 can be found online on the I Love U Guys Foundation website and it is also located in the appendix area. Also included in the appendix are the following:

Evacuation Maps, Search and Rescue Maps, Gate Maps, and the Incident Command Center Flow Charts.

The following emergency response procedures complements our response plans based on the Standard Response Protocol.

Emergency Procedures for A Medical Emergency

(Blood-Born Pathogen or Communicable Disease) CPR and First Aid

All procedures or other job-related tasks that involve an inherent potential for mucus-membrane of the skin contact with blood, body fluids, tissues, or a potential for spills or splashes of them are to follow the established Universal Precautions at all times. Use of appropriate protective measures are required for all employees engaged in these tasks.

1) Universal Precautions:

- a) Barrier protection. All employees must use a barrier protection to prevent exposure with blood or other bodily fluids. Some forms of barrier protection would include:
 - i) Gloves.
 - ii) Dust masks and protective eye wear.
 - iii) Disposable smock and aprons.
 - iv) Personal Protective Equipment (PPE) kits
 - v) Wash hands if they come in contact with blood or other body fluids.
 - vi) Avoid accidental injuries. Precautions will be taken to prevent injuries caused by needles, broken glass, razor blades, or other sharp materials. These types of materials should be picked up with tongs and placed in a puncture-resistant container for disposal.
 - vii) Avoid direct mouth-to-mouth resuscitation. Use protective mask.
 - viii) Decontaminate all surfaces and devices after use.

Puncture-resistance containers will be carried as part of a blood or body fluid clean-up kit. These containers will be labeled "Biological Waste".

2) Pre-Emergency Procedures:

- a) Awareness of Imperial County Health Department reporting criteria regarding various communicable diseases.
- b) Immunization tracking following state mandated requirements.
- c) Follow Imperial County Health Department directives (each case will be different). Prepare a list of non-immunized/medical fragile students, parents, and staff so they may be notified.

3) Immediate Action:

- a) Notify support services, as needed.

- 4) Communication:
 - a) Notify school Superintendent.
 - b) Notify staff, parents, and Board if appropriate.

We have four Automated External Defibrillators and two LifeVacs. The AED's are located in the health office at the McCabe Campus and the in multipurpose room, health office and the gym at the Corfman Campus. The LifeVacs are located in the multipurpose room of each campus.

Emergency Procedures for Fire

If the building is on an automatic system, sensors will detect any fires and an alarm will sound. For buildings that are not on an automatic system, once a fire is detected by any staff member, a manual alarm will need be pulled. In either system, once a student or staff member becomes aware of a fire, immediately notify the office.

1. Never attempt to fight a fire larger than a wastebasket.
2. If you are using a fire extinguisher, remember:
 - P – PULL safety pin from the handle
 - A – AIM at the base of the fire.
 - S – SQUEEZE the trigger handle
 - S – SWEEP from side to side
3. If caught in a fire, when exiting the building: (1) Stay low, (2) Do not open doors hot to the touch.
 - If your clothing catches fire: STOP, DROP, ROLL.
4. Follow the Standard Response Protocol for Evacuation

Evacuation Procedures

At the evacuation area, staff in charge of students are to:

- a. Account for students using the district's Emergency Managements System (Raptor). If the app is not available, take roll in RED binder.
- b. Display Green Sign (All Students Present), Red Sign (Student/s Not Present) and/or Medical Sign (Medical Attention Needed)
- c. Grade level leaders will check with teachers in their grade level for missing students and will report to the Incident Command Center and/or a member of the Search and Rescue Team.
- d. Teachers will remain with students until the "all clear signal" is heard to return to class or until all students are released.
 - Each employee will check on the status of his or her "buddy" staff member. "Buddy System," is used so that one teacher may remain with an injured student and request that the neighboring teacher (buddy) supervise his/her class during the evacuation.
 - If there are injured persons who must remain in the classroom, one buddy will remain with the injured party and the other will take all other students to the field.
 - If an injured party is in a structurally unsound location where collapse may be imminent, the injured party should be removed to the nearest safe location regardless of the injury. An adult is to remain with the injured party until moved to the first aid area. The designated triage areas will be determined at the time of the incident for McCabe and Corfman sites.

Incident Command Center

The Incident Command Center and alternate locations are identified in each Campus Search and Rescue Map. At the Incident Command Center, principal/designee will:

- a. Use ICS flowchart to meet with and provide leadership to the following teams: Search and Rescue Teams, Security/Utility Team, Assembly Area, First Aid/Medical Team, Crisis-Psychological Team, and the Reunification Teams.
- b. Verify student attendance.
- c. If there are missing students or staff, Search and Rescue Team members will be assigned to check the classroom area for the missing persons.
 - i. When missing persons are found, they are to be returned to their assigned classrooms and the Incident Command Center will be notified.
 - ii. Teachers and other employees assigned to schoolwide emergency duties other than the supervision of students are to report to the Incident Command Center following an evacuation.
 - iii. Remaining teachers and other employees not assigned to schoolwide emergency duties will assume responsibility for all children at their evacuation or assembly area.

Emergency Procedures for Assault

Immediate Action: (Note: More teachers and school personnel are injured while trying to break up fights than during any other campus crisis. If weapons are involved, **call 911 immediately.**)

1. Notify front office (via radio or telephone) of location and the number of students involved.
2. Do not try to break up a fight by yourself. Obtain additional help.

Analyze the Altercation:

1. Is the fight staged?
2. Are weapons involved?
3. Is the fight winding down?
4. Determine the aggressor(s)

Controlling the Altercation:

1. Use your presence and voice to alert of your presence.
2. Call out participants by name, if possible.
3. Give immediate directions to the participants.
4. Separate combatants and disperse onlookers.

Follow-Up:

1. Obtain medical assistance.
2. Administration will notify the Sheriff department and parents.
3. Obtain names of witnesses and have them complete written statements. Allow for a cooling-off period.
4. If necessary, preserve the crime scene for evidence.
5. Inform the Board

Emergency Procedures for a 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, drawings, social media posts, or phone call. The School Administrator should ensure all threats are properly assessed in accordance with District Policy.

Procedure

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team (School Psychologist, School Administrator/s, School Counselors and County Resources if needed) will conduct the threat assessment. The Sheriff's department will be notified and asked to conduct their own threat assessment.
3. The Sheriff's Department, along with the School Threat Assessment Team, will assess the warning signs, risk factors, stabilizing factors and potential precipitating events.
4. The Sheriff's Department, along with the School Threat Assessment Team, will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
5. The Sheriff's department, along with the School Threat Assessment Team, will recommend appropriate action to the school administrator.
6. As soon as the physical safety of those involved has been ensured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.
7. Administration will notify school personnel, parents/guardians, and Board of any credible threat of violence that disrupts the school day.

Emergency Procedures for Bomb Threat

All bomb threats will be considered to be authentic until proven otherwise. The decision to evacuate the building(s) should be made by the principal or other designated person in accordance with McCabe Union Elementary School District policy. The following are guideline to prevent and to respond to a bomb threat.

1. Be alert for (1) suspicious persons(s), (2) foreign or suspicious objects, or (3) unusual sounds.
2. Ensure that doors and access areas (i.e., boilers, storage, etc.) are locked when not in use.
3. Keep all keys secure and accounted for. Immediately replace locks for lost keys.
4. Routinely check fire exits and evacuation routes to keep them unobstructed. Maintenance Supervisor will routinely check.

If you receive a bomb threat:

The person receiving the call should:

1. Remain calm
2. Use the District Bomb Threat Checklist see pg. 97
3. Keep the caller talking as long as possible and record every word
4. If possible, get the attention of the principal/designee while on the line by using the Raptor "Digital Panic Button." Provide full information following the call to include the location of the bomb
5. Remain available for emergency personnel along with a copy of the Bomb Threat Checklist

The principal/designee should notify the proper authorities:

1. Call 911
2. Sheriff's Department (442-265-2021)
3. County Fire Department (442-265-6025)
4. Superintendent/designee (760-335-5200)
5. Maintenance and Operations (760-335-5200)

In every instance, the direction from law enforcement and emergency personnel will be followed.

The principal/designee, in collaboration with emergency personnel, will choose one of the following options, keeping student and staff safety foremost:

1. Search the campus without an evacuation
2. Search the evacuation routes, evacuate, then search the campus
3. Evacuate and then search
4. No action

If you receive a bomb threat, do not use hand-held radios, cell phones, or any other electronic devices.

1. School personnel will assist law enforcement and fire department personnel in the inspection of the campus. School personnel know what belongs in the school and which items are strange. With this knowledge at hand, the rooms can be checked quickly and efficiently.
2. Look only for suspicious, out of place, or changed items.
3. When it has been determined that it is safe to return to class, an "all clear" signal of a sustained ringing bell will be sounded.

Within 24 hours, the report section of the Bomb Threat Checklist will be completed and provided to the Superintendent/designee.

Follow Evacuation and Reunification Procedures if necessary.

Emergency Procedures For Suicide Ideation

Suicide Ideation at School - Student Identified as Suicidal

1. When school staff become aware of a student exhibiting potential suicidal behavior, they should contact a campus administrator or designee. The administrator or designee will ensure that an adult escorts the child to office and be placed under supervision. The child should not be sent on their own.
2. The school's crisis response team for a suicide risk assessment will be contacted: school psychologist, counselor, an administrator, and the special education director.
3. If the appropriate staff is not available, Sheriff's Office should be called. Typically, it is best to inform the student what you are going to do every step of the way. Solicit the student's assistance where appropriate. Under no circumstances should the student be allowed to leave school or be alone (even in the restroom). Reassure and supervise the student until a 24/7 caregiving resource (e.g., parent, mental health professional or law enforcement representative) can assume responsibility.
4. If a student resists, becomes combative or attempts to flee, call 911.
5. The crisis response team and law enforcement will determine what resources are required for the safety and wellbeing of student.
6. Collaboration between schools, law enforcement, family and community providers are critical.

Emergency Procedures For Death at School

When traumatic events in a school, school district, or community occur, there is an immediate need for effective services to respond to the emotional pain, that accompanies loss and distress. The death of a student or faculty member is much like a death in the family. Suicide is especially significant due to the intensity and variety of the feelings, which accompany such a tragedy. The school system has many similarities to the family system and like the family has opportunities to provide a support response.

1. Pre-Emergency Procedures:
 - Establish and train a Crisis Response Team
 - Establish a system for communication for teachers, staff and the Board
2. Immediate Action:
 - Call 911 and notify Superintendent and Board
 - Initiate a HOLD action from the Standard Response Protocol to keep students in classes away from the crisis area or to move students away from the immediate crisis area
 - Activate the Crisis Management Team
 - Secure the area until law enforcement arrives
 - Make notes and observations of pertinent information
 - Who observed the occurrence?
 - Who reported the occurrence?
 - What vehicle(s) were involved?
 - Note the approximate time of the incident, when emergency vehicle arrives, and what was done for the victim. Write down your observations as soon as possible
3. Follow-Up (Family):
 - Contact the family personally and offer support
 - Establish a family support committee (example: to collect money, food donations, etc.)
 - Obtain information regarding funeral visitation, home visits, and family wishes
 - Stop any disciplinary, scholarship, testing, or special placement notifications that may be inadvertently sent to the family
4. School Plan of Action - Announcing the Loss:
 - Notify school community as appropriate: staff, parents, students
 - Provide facts to reduce rumors. Extend homeroom or study hour, if necessary
 - Arrange for selected class visits to speak to the students
 - Follow-up with a short faculty meeting to review the facts of the incident and the role of the faculty in assisting with the loss. Allow the faculty an opportunity to share their experiences and suggestions
5. Faculty Response:
 - Identify the students who were close friends or students who would like an opportunity to attend a group or an individual meeting
 - Identify the students obviously in distress and provide counseling services
 - Provide an opportunity for students to discuss the loss and what they have learned
 - If students are restless, get them active and focus on a project for the family, if appropriate
 - Discuss the funeral to prepare the students who will be attending to know what to expect
6. Counseling and Psychology Responsibilities:
 - Establish an area for counseling (individual or group)
 - Reschedule the day's activities depending upon the needs of the school
 - Request additional counselors, if needed, as determined by the superintendent and

psychologist

- Identify individuals who can work with groups or individuals. Maintain a list of the students counseled. Make follow-up calls to the parents of the students in distress and make recommendations for the parents to provide support

7. Administrative Responsibilities:

- Keep the staff updated on the events and circumstances
- Identify faculty and staff who are in need of mental health support services
- Utilize counseling, psychology, district office, community counseling, or employee assistance programs
- Emphasize the need to provide hard facts in reducing rumors. Remove personal items of the deceased from locker, desk, etc.
- Rearrange the seating in the classroom, when appropriate

Emergency Procedures for Bus Accidents

At the scene of an accident involving a school bus the responding law enforcement agency is in charge. The responsibility for the release of students rests with the District.

A District Transportation Safety Plan is maintained and provided to parents for written notification of district rules and guidelines for safety procedures.

1. General Accident Procedures:

- The driver's first responsibility is to his/her passengers
- For an Emergency dial 911, and for Non-Emergency notify the California Highway Patrol 760-482-2500, Superintendent/designee, Transportation, and Maintenance and Operations 760-335-5200
- Turn the engine off and set the brakes
- Check for any injuries to passengers. If there are injuries, administer first aid as needed
- Check the fuel tank and lines
- Check for electrical fire and/or smoke
- Keep all passengers in the vehicle, with the only exceptions being fire or other hazards that would warrant their removal
- Protect the scene from further accidents, traffic, and other persons in the area
- Do not move the vehicle until advised to do so by law enforcement personnel
- Do not release any passengers unless directed to by district administration
- If the present vehicle is not deemed safe for transport, arrange for another vehicle or other means as determined by district administration

2. Vehicle Evacuation Regulations and Emergency Exits:

- The decision to evacuate the vehicle is the initial step and should be done in a manner that will result in the safest situation for the passengers
- Avoid panic and hasty decisions
- Two methods or routes of escape will be maintained
- Use an expedient and orderly movement of people to maximize safety
- Familiarity with drill patterns will provide drivers with actions to be taken in the event of an emergency requiring evacuation of a vehicle. These are to include:
 - a. Front-door evacuation
 - b. Rear floor-level door evacuation
 - c. Left and rear floor-level door evacuation

- d. Rear, side, and front-level door evacuation
- e. Front and side-floor level door evacuation
- f. Left rear floor-level door evacuation

3. Situations that may require evacuation include:

- A fire or the potential for a fire to occur.
- Vehicle is situated in a dangerous position on the roadway.

4. Hijacking and Kidnapping:

- Drivers should not try to be the “hero”. Accept the situation and be prepared to wait until help arrives.
- The first 15 to 45 minutes are the most dangerous. Follow the instruction of your captors without upsetting them
- Do not speak unless you are spoken to. Be calm and courteous in responding
- Do not make suggestions to your captors
- Do not try to escape unless you are the only hostage. If you are, make sure you can make good on your escape before trying it. Observe carefully everything that occurs. Try to memorize the number of captors, their description, their conversation, the number and type of weapons carried, types of vehicles, and license numbers, if possible
- Try to memorize the number and identity of other hostages, such as students. If you are released, your information will help the police
- If permitted to speak on the telephone or radio for any reason, follow the instruction of your captors very carefully. Be prepared to answer only “yes” or “no” to questions asked by the person to whom you are speaking.
- Do not turn your back on your captors unless ordered to do so, but do not stare at them either. Make normal eye contact.
- Do not be argumentative. Exhibit a cooperative attitude and instruct others to do likewise.
- Avoid physical resistance
- Your main concern is the safety of your passengers. If permitted, ask your captors to allow you to give instructions to the students.
- Be patient and remember that time is in your favor

5. Hazardous Materials

- For an Emergency dial 911, and for Non-Emergency notify the California Highway Patrol
760-482-2500.
- Hazardous material is anything that can explode, burn easily, corrode, poison, or affect life through biological or radiation activity. The basic steps to be taken are:
- Hazardous material is anything that can explode, burn easily, corrode, poison, or affect life through biological or radiation activity. The basic steps to be taken are:
 - a. Protect the scene
 - b. Notify authorities
 - c. Render assistance
 - d. Collect information
- If hazardous materials are encountered, the following precautions should be taken:
 - a. Avoid smoke, fumes, or residue.
 - b. Do not walk or drive through spilled materials.
 - c. Do not stand downwind from spilled materials.
 - d. Do not use flares or other ignition sources.
- Some or all of the following activities may be necessary, depending upon the

situation:

- e. Turn off the ignition switch and set the brakes.
- f. Remain calm and reassure passengers.
- g. Be alert regarding fire or the possibility.
- h. Place warning devices.
- i. Check for injury to passengers and follow first-aid procedures.
- j. Keep all passengers on the bus, again noting exceptions for fire and other hazards that would require removal from the bus.
- k. Evacuate only when necessary.
- l. To determine if evacuation is necessary, check wind speed and direction, roadway slope, and direction of flowing liquids, and identity of the spilled hazardous material.
- m. Account for all passengers.
- n. Notify the Superintendent/designee, Transportation, and Maintenance and Operations
760-335-5200.

6. **Bus Operations During Earthquakes:**

- **Minor Earthquakes:**
 - a. If a minor earthquake occurs while a bus is on a scheduled pickup or school-to-home run, the bus will temporarily stop, pull out of traffic and park the bus. At the time the driver can determine that all is clear, he/she will continue the regularly assigned route.
- **Major Earthquakes:**
 - a. **Picking Up Students:** If a major earthquake occurs while a bus is on a run picking up children to take them to school, the bus will temporarily stop, pull out of traffic and park the bus. The driver will then give direction to students to “drop” and take “cover” under the seats. At the time the driver can determine that all is clear, he/she will then stop picking up students and will go to the nearest district school site to wait for further instructions. The school will be in communication with parents providing transportation updates. This may include if it is determined that it is safe to continue with routes to pick up students and transport them to school or if other arrangements need to be made by parents and staff.
 - b. **Taking Students Home:** If a major earthquake occurs while a bus is taking students home from school, the bus will temporarily stop, pull out of traffic and park the bus. The driver will then give direction to students to “drop” and take “cover” under the seats. At the time the driver can determine that all is clear, he/she will then stop taking children home and will go to the nearest district school site to wait for further instructions.
 - c. **Bus Riders:** All children who ride district buses should be instructed in advance by parents as to where they should go and what they should do if a major earthquake occurs prior to their scheduled bus pickup and after they have departed the bus for home.

Emergency Procedures for Missing Persons

1. **Pre-Emergency Procedures:**
 - Review plan with faculty and staff.
2. **Immediate Action – Missing Child:** If a child is reported missing
 - Check with staff and assign a team to check buildings, athletic fields, after school programs, and buses for the missing student.

- Contact the child's parents.
 - If unable to locate a parent, use numbers on the student emergency card.
 - Attempt to find out who last saw the child and where he/she was seen.
 - Contact close friends of the missing student to possibly obtain information as to their whereabouts.
 - Interview the missing student's friends for information as to their whereabouts, possibility of running away, or returning home for fear of punishment.
 - Notify the police or notify appropriate law enforcement.
 - Get an accurate description of the child. Include what the child was last seen wearing.
 - Provide photograph to law enforcement
 - Designate a school contact person to continue working with the parents and law enforcement if the child is not located.
 - Designate a school official to work as a liaison with law enforcement.
3. Immediate Action – Missing Adult:
- Attempt phone contact.
 - Contact law enforcement to do a welfare check at the person's home.
 - Contact personnel office for a listing of relatives or friends to contact.
 - Designate a school official to be a liaison with law enforcement, in case the person is not located.
4. Follow-Up:
- Arrange selected class visits to speak, as necessary, to provide facts and to reduce rumors.
 - Forward a written report to the Superintendent.
5. Confidential Information:
- According to federal statutes, an educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.
 - If law enforcement or medical personnel need information to protect the health and safety of a student, provide whatever information is needed.
 - Generally, the only information that should be provided to the media is confirmation of the student's attendance in our district. Comments to the media should be referred to the superintendent/designee.
 - However, in the case of a missing child, providing information to the media that may aid in the discovery and/or protection of the child is permissible.

Emergency Procedures for Abandoned Child

1. Immediate Action:
- Contact administration
 - Contact the family by telephone, if possible.
 - Contact emergency telephone references.
 - If contact cannot be made with the parents by 30 minutes after the office has closed, call the Sheriff's Department (442-265-2021) for an officer to respond.
 - Place written documentation in student file regarding the circumstances surrounding the incident.

2. Confidential Information:

- According to federal statutes, an educational agency or institution may disclose personal identifiable information from an educational record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect health and safety of the student or other individuals.
- If law enforcement officer or medical personnel needs information to protect the health and safety of a student, the school will provide whatever information is needed.
- Media: Generally, the only information that should be provided to the media is confirmation of the student's attendance in the McCabe Union Elementary School District. The media should generally be referred to the superintendent or designee. However, in the case of an abandoned child, providing information to the media that may aid in the protection of the child is permissible.

Appendix - Sample of CPS report

Emergency Procedures for Criminal Allegations Against a Student

1. Pre-Emergency Procedures:

- Administrators and staff are provided written guidelines regarding the release of information pertaining to students and staff
- Law enforcement must present proper identification

2. Immediate Action:

- Notify parents
- Determine legal authority of the individual requesting to question anyone on the school premises
- Work with legal authorities to ensure the questioning occurs with the least possible disruption to the school environment
- If the parent is not present during the questioning of a student on campus, an administrator may be present during the questioning

3. Communication: Information will only be provided to law enforcement as per ED code.

- Do not release the name, address, or phone number of any student unless such information is needed to protect the health and/or safety of the student or other individuals
- If criminal allegations involve crimes against other students, refer any questions to the investigating officer

4. Follow-Up:

- Communicate to staff members and to the parents of the students involved
- Law enforcement will conclude investigation and do any necessary follow-up

Emergency Procedures for Campus Disorder – Walk Outs or Sit Ins

A “walk out” is a type of demonstration that needs to be dealt with through dialogue. If a student walk out occurs, and the students remain on the school grounds, the principal or his representative should try to talk the students into returning to their classes or another designated location. If the students do not return to class:

1. Immediate Action:

- Notify superintendent
- Inform the office immediately

- Take the necessary measures to ensure the safety and well-being of students while they demonstrate. Things to consider: access to water, shade, an area to speak and guidance on how to demonstrate in a peaceful and safe manner
 - Take roll to determine the names of the students who did not return to class, left campus or never entered the school campus
 - If the demonstration becomes disorderly or violent, call 911
2. Communication:
 - Inform school community
 3. Follow-Up:
 - Contact the parents of students who never entered the campus or did not return to class

Emergency Procedures for Off-Campus Disorder

Follow the same Immediate Actions, Communication and Follow Up indicated for On Campus Disorder for incidents occurring while students are going to or coming from school and during or while going to or coming from a school sponsored activity.

Appendix

Board Policies.....39

Bomb Threat Checklist.....97

Child Protective Services Report.....99

Student Reunification Form.....100

Classroom Attendance Verification.....101

Clear Zone Verification.....102

Discipline Matrix.....103

Standard Response Protocol 2023 Operational Guidance Version 4.1

Standard Reunification Method Operational Guidance Version 3

Child Abuse Prevention And Reporting

[Previous](#) [Next](#)

The Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

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

(cf. [1020](#) - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services) Child Abuse Reporting

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

(cf. [4119.21/4219.21/4319.21](#) - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code [32282](#))

(cf. [0450](#) - Comprehensive Safety Plan)

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

The Superintendent or designee shall provide training regarding the duties of mandated reporters. Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans

33195 Heritage schools, mandated reporters

33308.1 Guidelines on procedure for filing child abuse complaints

44252 Teacher credentialing

44691 Staff development in the detection of child abuse and neglect

44807 Duty concerning conduct of students

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

51220.5 Parenting skills education

51900.6 Sexual abuse and sexual assault awareness and prevention

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions COURT DECISIONS

Camreta v. Greene (2011) 131 S.Ct. 2020 Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Health Framework for California Public Schools, Kindergarten Through Grade Twelve WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form:

http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf

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

California Department of Social Services, Children and Family Services Division: <http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, Child Welfare Information Gateway:

<https://www.childwelfare.gov/can>

Policy McCABE UNION ELEMENTARY SCHOOL DISTRICT

adopted: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | AR 5141.4 Students

Child Abuse Prevention And Reporting



[Previous](#)

[Next](#)



Definitions

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

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code [11165.1](#)

Neglect of a child as defined in Penal Code [11165.2](#)

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code [11165.3](#)

Unlawful corporal punishment or injury as defined in Penal Code [11165.4](#)

(cf. [4119.21](#)/[4219.21](#)/[4319.21](#) - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code [11165.6](#))

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code [11165.6](#))

(cf. 3515.3 - District Police/Security Department)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code [44807](#))

An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code [49001](#)) (cf. [5131.7](#) - Weapons and Dangerous Instruments)

(cf. [5144](#) - Discipline)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code [49001](#))

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

Homelessness or classification as an unaccompanied minor (Penal Code [11165.15](#))

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code [11165.7](#))

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

Reportable Offenses

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

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

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

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person.

(Penal Code [11166](#))

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

(Penal Code [11166](#))

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

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code [11166](#)) (cf. [1240](#) - Volunteer Assistance)

Reporting Procedures

1. Initial Telephone Report

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

Child Protective Services 2995 S. 4th Street #10

El Centro, CA 92243

(760) 337-7750

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

2. Written Report

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

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department. Reports of suspected child abuse or neglect shall include, if known: (Penal Code [11167](#))

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

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

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code [11166.05](#). (Penal Code [11167](#))

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code [11166](#))

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

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

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

Training

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

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code [44691](#))

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

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

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

Victim Interviews by Social Services

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

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

(Penal Code [11174.3](#))

The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

The selected person shall not participate in the interview.

The selected person shall not discuss the facts or circumstances of the case with the child.

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code [11167.5](#).

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code [48906](#))

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

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

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school

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

(cf. [1312.1](#) - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR [4650](#).

(cf. [1312.3](#) - Uniform Complaint Procedures)

Notifications

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

(cf. [4112.9/4212.9/4312.9](#) - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal

Code [11166](#) and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code [11166.5](#))

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

The Superintendent or designee also shall notify all employees that:

A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code [11172](#))

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code [11166](#))

No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code [11166](#))

Regulation McCABE UNION ELEMENTARY SCHOOL DISTRICT

approved: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | BP 5144 Students

Discipline



[Previous](#)

[Next](#)



The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. [5131](#) - Conduct)

(cf. [5131.1](#) - Bus Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5137](#) - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at the school. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for the district school, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. [0460](#) - Local Control and Accountability Plan)

(cf. [3100](#) - Budget)

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans 35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parent/guardian 49330-49335 Injurious objects

52060-52077 Local control and accountability plan CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus 353 Detention after school Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students,

Policy Brief, February 2014

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

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

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

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

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

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

Public Counsel: <http://www.fixschooldiscipline.org>

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

Policy McCABE UNION ELEMENTARY SCHOOL DISTRICT

adopted: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | AR 5144 Students

Discipline



[Previous](#)

[Next](#)



Site-Level Rules

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [0460](#) - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code [35291](#))

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

Discussion or conference between school staff and the student and his/her parents/guardians(cf. [5020](#) - Parent Rights and Responsibilities)

(cf. [6020](#) - Parent Involvement)

Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. [5138](#) - Conflict Resolution/Peer Mediation) (cf. [6164.2](#) - Guidance/Counseling Services)

Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student

and his/her parents/guardians

(cf. 6164.5 - Student Success Teams)

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

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

A positive behavior support approach with tiered interventions that occur during the school day on campus

Recess restriction as provided in the section below entitled "Recess Restriction"

Detention after school hours as provided in the section below entitled "Detention After School"

Community service as provided in the section below entitled "Community Service"

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

Reassignment to an alternative educational environment(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice) (cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Suspension and expulsion in accordance with law, Board policy, and administrative regulation(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code [48900.5](#))

(cf. [5125](#) - Student Records)

Recess Restriction

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.

The student shall remain under a certificated employee's supervision during the period of restriction.

Teachers shall inform the Superintendent of any recess restrictions they impose.(cf. [5030](#) - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR [353](#))

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the Superintendent or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the Superintendent or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR [307](#), [353](#))

Students shall remain under the supervision of a certificated employee during the period of detention. Students may be offered the choice of serving their detention on Saturday rather than after school. (cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent or designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code [48900.6](#))

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code [48915](#). However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code [48900.6](#))

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code [35291](#), [48980](#))

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.

Regulation McCABE UNION ELEMENTARY SCHOOL DISTRICT

approved: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | BP 5144.1 Students

Suspension And Expulsion/Due Process

◀ [Previous](#) [Next](#) ▶

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

(cf. [5131](#) - Conduct)

(cf. [5131.1](#) - Bus Conduct)

(cf. [5131.2](#) - Bullying)

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring at the district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code [48900\(s\)](#))

While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus(cf. [5112.5](#) - Open/Closed Campus)

During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code [48900](#)(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code [48900.5](#), [48900.6](#))

(cf. [1020](#) - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. [5144](#) - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code [48910](#). (Education Code [48900](#))

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

(cf. [5113](#) - Absences and Excuses)

(cf. [5113.1](#) - Chronic Absence and Truancy)

Authority to Expel

A student may be expelled only by the Board. (Education Code [48918](#)(j))

As required by law, the Superintendent shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code [48915](#))

Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code [11053-11058](#)

Committing or attempting to commit a sexual assault as defined in Penal

Code [261](#), [266c](#), [286](#), [288](#), [288a](#), or 289, or committing a sexual battery as defined in Penal Code [243.4](#)

Possessing an explosive as defined in 18 USC [921](#)

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or designee shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code [48915](#)(b) and (e))

That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code [48917](#))

No student shall be expelled for disruption or willful defiance. (Education Code [48900](#))

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with

procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code [48911](#), [48915](#), [48915.5](#), [48918](#))

(cf. 5119 - Students Expelled from Other Districts)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school 17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

Open board meetings

Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools) 35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system 48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion 48950 Speech and other communication 48980 Parental notifications

49073-49079 Privacy of student records

52060-52077 Local control and accountability plan CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse 286 Sodomy defined

Lewd or lascivious acts with child under age 14 288a Oral copulation

Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

Interference with exercise of civil rights

Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

Gun-Free School Zone Act of 1995

Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting 7151 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267 Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

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

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

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182 John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

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

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

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

80 Ops.Cal.Atty.Gen. 85 (1997) Management Resources:

CSBA PUBLICATIONS

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

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

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

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

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

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

U.S. Department of Education, Office for Civil

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

U.S. Department of Education, Office of Safe and Drug-Free Schools:
<http://www.ed.gov/about/offices/list/osdfs>

Policy McCABE UNION ELEMENTARY SCHOOL DISTRICT

adopted: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | AR 5144.1 Students

Suspension And Expulsion/Due Process

◀ [Previous](#) [Next](#) ▶

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code [48925](#))

Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Board of Trustees for students of the same grade level

Referral to a certificated employee designated by the principal to advise students

Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code [48910](#)

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code [48925](#))

Notice of Regulations

At the beginning of each school year, the principal of the school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code [35291](#), [48900.1](#), [48980](#))

(cf. [5144](#) - Discipline)

(cf. [5145.6](#) - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code [48900](#)(a) and (t))

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code [48900](#)(b))

(cf. [5131](#) - Conduct)

(cf. [5131.7](#) - Weapons and Dangerous Instruments)

Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code [11053-11058](#), alcoholic beverage, or intoxicant of any kind (Education Code [48900](#)(c))

(cf. [5131.6](#) - Alcohol and Other Drugs)

Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code [11053-11058](#), alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise

furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code [48900\(d\)](#))

Committed or attempted to commit robbery or extortion (Education Code [48900\(e\)](#))

Caused or attempted to cause damage to school property or private property (Education Code [48900\(f\)](#))

Stole or attempted to steal school property or private property (Education Code [48900\(g\)](#))

Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code [48900\(h\)](#))

(cf. [5131.62](#) - Tobacco)

Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code [48900\(i\)](#))

Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code [11014.5](#) (Education Code [48900\(j\)](#))

Knowingly received stolen school property or private property (Education Code [48900\(l\)](#))

Possessed an imitation firearm (Education Code [48900\(m\)](#))

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. (Education Code [48900\(m\)](#))

Committed or attempted to commit a sexual assault as defined in Penal

Code [261](#), [266c](#), [286](#), [288](#), [288a](#), or 289, or committed a sexual battery as defined in Penal Code [243.4](#) (Education Code [48900\(n\)](#))

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code [48900\(o\)](#))

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code [48900\(p\)](#))

Engaged in, or attempted to engage in, hazing (Education Code [48900\(q\)](#))

Hazing means a method of initiation or pre-initiation into a student 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 student. Hazing does not include athletic events or school-sanctioned events. (Education Code [48900\(q\)](#))

Engaged in an act of bullying (Education Code [48900\(r\)](#))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by the school. (Education Code [48900\(r\)](#))

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code [48900.2](#), [48900.3](#), or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code [48900\(r\)](#))

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code [48900\(r\)](#))

(cf. 1114 - District-Sponsored Social Media) (cf. [5131.2](#) - Bullying)

(cf. 6163.4 - Student Use of Technology)

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

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

Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code [31](#) (Education Code [48900\(t\)](#))

Made terrorist threats against school officials and/or school property (Education Code [48900.7](#))

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of

\$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. (Education Code [48900.7](#))

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education

Code [48900\(k\)](#))

(cf. [5131.4](#) - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

Committed sexual harassment as defined in Education Code [212.5](#) (Education Code [48900.2](#))

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code [212.5](#), [48900.2](#))

(cf. [5145.7](#) - Sexual Harassment)

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code [233](#) (Education Code [48900.3](#))

Hate violence means any act punishable under Penal Code [422.6](#), [422.7](#), or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code [233](#); Penal Code [422.55](#))

(cf. [5145.9](#) - Hate-Motivated Behavior)

Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code [48900.4](#))

(cf. [5145.3](#) - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code [48900](#) and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code [48910](#))

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code [48910](#))

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code [48910](#))

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code [48910](#))

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code [48910](#))

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code [48913](#))

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at the school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code [48915\(c\)](#))

The Superintendent or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code [48900.5](#))

For all other offenses, a student may be suspended only when the Superintendent or designee has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code [48900.5](#))

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent or designee shall document the other means of correction used and retain them in the student's record. (Education Code [48900.5](#))

(cf. [5125](#) - Student Records)

Length of Suspension

The Superintendent or designee may suspend a student from school for not more than five consecutive school days. (Education Code [48911](#))

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education

Code [48903](#), [48911](#), [48912](#))

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code [48911](#))

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code [48911](#))

This conference may be omitted if the Superintendent or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code [48911](#))

Administrative Actions: All requests for student suspension are to be processed by the Superintendent or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code [48911](#))

Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code [48911](#)) This notice shall state the specific offense committed by the student. (Education Code [48900.8](#)) In addition, the notice may state the date and time when the student may return to school.

Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code [48914](#))

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code [48911](#))

Extension of Suspension: If the Board is considering the expulsion of a suspended student from the school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code [48911](#))

The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code [48911](#))

If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code [48853.5](#), [48911](#), [48918.1](#))

(cf. 6173.1 - Education for Foster Youth)

If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code [48918.1](#))

(cf. 6173 - Education for Homeless Children) Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above and within the limits specified under "Suspension by Superintendent or Designee" above. (Education Code [48912](#))

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code [48915](#). (Education Code [48912.5](#))

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code [49073-49079](#). (Education Code [35146](#), [48912](#))

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code [35146](#), [48912](#))

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code [48911.1](#))

The on-campus suspension classroom shall be staffed in accordance with law.

The student shall have access to appropriate counseling services.

The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the Superintendent or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code [48911.1](#)) Superintendent's Authority to Recommend Expulsion

Unless the Superintendent or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code [48915](#))

Causing serious physical injury to another person, except in self-defense

Possession of any knife or other dangerous object of no reasonable use to the student

Unlawful possession of any controlled substance as listed in Health and Safety Code [11053-11058](#), except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician

Robbery or extortion

Assault or battery, as defined in Penal Code [240](#) and [242](#), upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code [48915](#))

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code [48918\(a\)](#))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be

granted at the Board's discretion. (Education Code [48918\(a\)](#))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code [48918\(a\)](#))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code [48925](#). Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code [48918\(a\)](#))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code [48918\(a\)](#))

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code [48918](#).

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code [48918.5](#))

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code [48918.5](#))

Receive five days' notice of his/her scheduled testimony at the hearing

Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code [48918.5](#))

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education

Code [48900.8](#), [48918\(b\)](#))

The date and place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

A copy of district disciplinary rules which relate to the alleged violation

Notification of the student's or parent/guardian's obligation, pursuant to Education Code [48915.1](#), to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code [48915\(a\)](#) or (c).

(cf. 5119 - Students Expelled from Other Districts)

The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Non-attorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

The right to inspect and obtain copies of all documents to be used at the hearing

The opportunity to confront and question all witnesses who testify at the hearing

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code [48918.1](#))

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code [48918.1](#))

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code [48918.1](#))

Conduct of Expulsion Hearing

Closed Session: Notwithstanding Education Code [35145](#), the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code [48918](#))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code [48918\(c\)](#))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code [48918\(c\)](#))

Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code [48918\(g\)](#))

Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure [1985-1985.2](#) and enforced in accordance with Government Code [11455.20](#). (Education Code [48918\(i\)](#))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code [48918\(i\)](#))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code [48918\(i\)](#))

Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education

Code [48900](#) and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code [48918\(h\)](#))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code [48918\(f\)](#))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code [48918](#), [48918.5](#))

Any complaining witness shall be given five days' notice before being called to testify.

Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code [868.5](#).

Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

The person conducting the hearing may:

Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness. Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

Permit one of the support persons to accompany the complaining witness to the witness stand

1. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code [48918\(a\)](#))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or

with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code [48918](#))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code [48918](#)(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code [48918](#)(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code [48918](#)(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code [48917](#), [48918](#)) Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code [48918](#)(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code [48916](#))

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code [48916](#))

Periodic review, as well as assessment at the time of review, for readmission

Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code [48916.5](#))

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or

parent/guardian. This notice shall include the following:

The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code [48900.8](#))

The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code [48916](#))

Notice of the right to appeal the expulsion to the County Board (Education Code [48918](#))

Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code [48918](#))

Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education

Code [48915.1](#) (Education Code [48918](#))

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

The student's pattern of behavior

The seriousness of the misconduct

The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program The suspension of the enforcement of an expulsion shall be governed by the following:

The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code [48917](#))

During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code [48917](#))

The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or

"Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code [48917](#))

When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code [48917](#))

Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in the district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code [48917](#))

The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code [48915.1](#)(b). (Education Code [48918](#)(j))

Suspension of the enforcement of an ~~expulsion~~ order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code [48917](#)) Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code [48919](#))

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request.

(Education Code [48919](#))

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the Superintendent or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code [245](#). (Education Code [48902](#))

The Superintendent or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code [48915](#)(c)(1) or (5) or Penal Code [626.9](#) and [626.10](#). (Education Code [48902](#))

Within one school day after a student's suspension or expulsion, the Superintendent or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code [48900](#)(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code [48902](#))

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code [48915](#), [48915.01](#))

Appropriately prepared to accommodate students who exhibit discipline problems

Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these

Not housed at the school site attended by the student at the time of suspension(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code [48915](#))

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code [48916.1](#))

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.

The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code [48916](#))

If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.

The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the

parent/guardian chooses to enroll the student in another school district. (Education Code [48916](#))

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code [48645.5](#))

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code [48900.8](#))

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code [48918\(k\)](#))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code [48915.1](#))

(cf. 5119 - Students Expelled from Other Districts)

Regulation McCABE UNION ELEMENTARY SCHOOL DISTRICT

approved: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | AR 4158 Personnel

Employee Security



[Previous](#)

[Next](#)



An employee may use reasonable and necessary force for his/her self-defense, defense of another person, or protection of property; to quell a disturbance threatening physical injury to others; or to obtain possession of weapons or other dangerous objects within the control of a student. (Education

Code [44807](#), [49001](#))

(cf. 5131.7 - Weapons and Dangerous Instruments) (cf. 5144 - Discipline)

Employees shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code [44014](#))

In addition, employees shall promptly report to the principal or supervisor, and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual.

(cf. [3515.2](#) - Disruptions)

Reports of attack, assault, or threat shall be forwarded immediately to the Superintendent or designee. (cf. [3320](#) - Claims and Actions Against the District)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. [3530](#) - Risk Management/Insurance)

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code [48900](#), with the exception of the possession or use of tobacco products, or Education Code [48900.2](#), [48900.3](#), [48900.4](#), or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code [49079](#))

(cf. 5125 - Student Records)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student

was suspended or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code [48201](#))

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code [49079](#))

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code [828.1](#))

(cf. 3515.3 - District Police/Security Department)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code [290](#), assault or battery, larceny, vandalism, or graffiti, the

Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code [827](#))

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code [827](#))

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code [827](#))

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code [827](#))

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code [827](#))

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education

Code [49079](#) and Welfare and Institutions Code [827](#), an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

Regulation McCABE UNION ELEMENTARY SCHOOL DISTRICT

approved: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | BP 4158 Personnel

Employee Security



[Previous](#)

[Next](#)



The Board of Trustees desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing them with necessary assistance

and support when emergency situations occur.

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [3515](#) - Campus Security)

(cf. 5131.4 - Student Disturbances)

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. The Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. In addition, the Superintendent or designee may initiate legal proceedings against any individual to recover damages for injury caused by the willful misconduct of that individual to the person or property of an employee or another person on district premises.

(cf. [3320](#) - Claims and Actions Against the District)

(cf. 3515.4 - Recovery for Property Loss or Damage)

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, and crisis resolution.

(cf. [4131](#) - Staff Development)

(cf. 4231 - Staff Development) (cf. 4331 - Staff Development)

The Superintendent or designee also shall ensure that employees are informed, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom.

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

(cf. 5141 - Health Care and Emergencies) Reporting of Injurious Objects

The Board requires employees to take immediate action upon being made aware that any person is in possession of an unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and, based upon this analysis, shall do one of the following:

Confiscate the object and deliver it to the principal immediately

Immediately notify the principal, who shall take appropriate action

Immediately call 911 and the principal

(cf. 5131.7 - Weapons and Dangerous Instruments) (cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Legal Reference:

EDUCATION CODE

32210-32212 Willful disturbance, public schools or meetings 32225-32226 Communication devices

35208 Liability insurance

35213 Reimbursement for loss, destruction or damage of school property

44014 Report of assault by pupil against school employee

44807 Duty concerning conduct of students 48201 Transfer of student records

48900-48926 Suspension or expulsion

49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion 49330-49335 Injurious objects

CIVIL CODE

51.7 Freedom from violence or intimidation

CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety

GOVERNMENT CODE

995-996.4 Defense of public employees 3543.2 Scope of representation

PENAL CODE

71 Threatening public officers and employees and school officials 240-246.3 Assault and battery, including:

241.3 Assault against school bus drivers

241.6 Assault on school employee includes board member

243.3 Battery against school bus drivers

243.6 Battery against school employee includes board member

245.5 Assault with deadly weapon; school employee includes board member

290 Registration of sex offenders

601 Trespass by person making credible threat

626-626.11 School crimes

646.9 Stalking

12403.7 Weapons approved for self defense

WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality

828.1 District police or security department, disclosure of juvenile records

COURT DECISIONS

City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526 Management Resources:

WEB SITES

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

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

Policy McCABE UNION ELEMENTARY SCHOOL DISTRICT

adopted: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | BP 5145.3 Students

Nondiscrimination/Harassment

◀ [Previous](#) [Next](#) ▶

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

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

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. [5131](#) - Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5137](#) - Positive School Climate)

(cf. [5145.9](#) - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

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

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

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

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

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

(cf. [1312.3](#) - Uniform Complaint Procedures)

(cf. [1330](#) - Use of Facilities)

(cf. [4131](#) - Staff Development) (cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

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

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

(cf. [4118](#) - Suspension/Disciplinary Action)

(cf. [4119.21/4219.21/4319.21](#) - Professional Standards)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [5144](#) - Discipline)

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. [5145.2](#) - Freedom of Speech/Expression)

Record-Keeping

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

(cf. [3580](#) - District Records) Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

Prohibited instruction or activity

Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

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

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

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

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

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

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

CSBA PUBLICATIONS

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

Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014

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

FIRST AMENDMENT CENTER PUBLICATIONS

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

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

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

Dear Colleague Letter: Transgender Students, May 2016

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

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

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

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

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

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

National School Boards Association: <http://www.nsba.org>

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

POLICY McCABE UNION ELEMENTARY SCHOOL DISTRICT

adopted: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | AR 5145.3 Students

Nondiscrimination/Harassment

◀ [Previous](#) [Next](#) ▶

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code [234.1](#); 5 CCR [4621](#))

Superintendent or Designee
701 W. McCabe Road
El Centro, CA 92243
(760) 335-5200

(cf. [1312.1](#) - Complaints Concerning District Employees)

(cf. [1312.3](#) - Uniform Complaint Procedures)

Measures to Prevent Discrimination

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

Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.

(cf. [1113](#) - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code [234.1](#))

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

(cf. [5145.6](#) - Parental Notifications)

The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in the district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code [234.1](#) and [48985](#). In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

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

(cf. [1240](#) - Volunteer Assistance)

(cf. [4131](#) - Staff Development) (cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

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

At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

Removing vulgar or offending graffiti

(cf. [5131.5](#) - Vandalism and Graffiti)

Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond

Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

(cf. [4112.6/4212.6/4312.6](#) - Personnel Files)

(cf. [4119.23/4219.23/4319.23](#) - Unauthorized Release of Confidential/Privileged Information)

(cf. [5125](#) - Student Records)

Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

(cf. [4118](#) - Suspension/Disciplinary Action)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [5144](#) - Discipline)

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer within a school day, whether or not the alleged victim files a complaint.

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

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. [5141.4](#) - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of his/her gender, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

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

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

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

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

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

Refusing to address a student by a name and the pronouns consistent with his/her gender identity

Disciplining or disparaging a student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

Blocking a student's entry to the bathroom that corresponds to his/her gender identity

Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex

Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent

Use of gender-specific slurs

Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression.

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

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

Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR [99.31](#). Any district employee to whom a student's transgender or gender

nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

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

(cf. [1340](#) - Access to District Records)

(cf. [3580](#) - District Records)

Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of his/her gender identity and begin to treat the student consistent with his/her gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify and develop strategies for ensuring that the student's access to education programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains desegregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR [432](#) shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.

(cf. [5125](#) - Student Records)

(cf. [5125.1](#) - Release of Directory Information)

Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

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

(cf. [5132](#) - Dress Code)

Regulation McCABE UNION ELEMENTARY SCHOOL DISTRICT

approved: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | BP 5132 Students **Dress And Grooming**



[Previous](#)

[Next](#)



The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. [4119.22](#) - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The Superintendent, staff, and parents/guardians may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [5136](#) - Gangs)

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the

Superintendent, staff and parents/guardians may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If the school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code [35183](#))

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Legal Reference:

EDUCATION CODE

32281 School safety plans

35183 School dress codes; uniforms 35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

COURT DECISIONS

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993) 827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251 Hartzell v. Connell, (1984) 35 Cal. 3d 899

Policy McCABE UNION ELEMENTARY SCHOOL DISTRICT

adopted: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | AR 5132 Students **Dress And Grooming**

[Previous](#) [Next](#)

Students are expected to attend school in clean, neat clothing. It is the mission of the school district not only to provide academic education but also to provide education in morals, manners, dress and grooming because these are elements of good citizenship. Research has shown that student dress and appearance affect student attitudes and conduct. These guidelines are intended to define "appropriate student attire" and personal grooming. Their purpose is to prevent disruption of the classroom atmosphere, enhance classroom decorum, eliminate disturbances among other students in attendance and minimize distraction of other students so as not to interfere with the educational process. It is also intended to help protect the health and welfare of the individual student.

All students shall abide by the following:

Hair shall be clean and neatly groomed. Aerosol cans of hair color are not permitted at school. Hair may not be sprayed with any coloring. Dyeing hair in a manner that may create a distraction is not acceptable.

Shoes must be worn at all times. For safety purposes sandals must have back straps. Thongs are not permitted.

Commercial lettering or printing will be allowed on shirts and sweatshirts as long as it is acceptable for school attire. Clothing and jewelry shall be free of writing, pictures or any other insignia which are crude, vulgar, profane, sexually suggestive, or which advocate negative racial, ethnic, or religious prejudice, or use of glorification of drugs or alcohol.

Hats, caps and other types of head covering shall not be worn inside buildings. Hats are not to be worn backwards.

Sunglasses are approved for campus wear, but not for the classroom.

All clothing shall be within the bounds of decency and good taste as appropriate for school. Garments shall be sufficient to conceal under-garments at all times.

a. Dress length shall be within the bounds of decency and good taste and not shorter than mid-thigh. b. Shorts may not be shorter than mid-thigh.

Shorts, pants, skirts shall have no writing across the seat area.

T-shirts and polo type shirts that are not tucked-in shall not extend below the pockets of pants or shorts. All other shirts should be worn with tails tucked-in.

No bare midriffs. As a test for appropriate length, have the student raise their arms above their head. If this reveals a bare midriff then the top is too short. No low-cut or revealing tops. No "off the shoulder" blouses. Tube tops, spaghetti strap tops, tank tops with narrow straps (all straps must be two inches or greater), halter tops and/or any strapless top or dress which reveal the midriff or breast are neither acceptable nor permitted. No under shirts shall be worn as outerwear.

No "see through" or "fish net" type of blouse or shirt may be worn. Boys must wear shirts at all times.

Ornamentation or jewelry, which pose a safety hazard, shall not be worn. This includes but not limited to, studded cuffs, hanging chains, bandanas, and sweatbands. Students shall not wear jewelry in pierced tongues, faces, or body parts other than ears.

i. Makeup should not be brought to school and should be applied at home.

Wearing of Shorts

Students will be allowed to wear Bermuda shorts, walking shorts or shorts of this type within the following guidelines:

Shorts must be hemmed and straight legged. The length of the shorts must be within the bounds of decency and in good taste as appropriate for school. If the shorts have slits or notches, tops of the slits or notches cannot be above mid-length. Wrap and/or thin nylon "see through" shorts are neither acceptable nor permitted. Shorts must be no shorter than mid-thigh and must be worn at the waist. Saggy shorts or shorts with length below the knee are not allowed.

Short shorts, or gym shorts, are absolutely not to be worn in school in classrooms other than P.E.

Shorts, which do not meet this criteria, are not allowed. Tops worn with shorts must adhere to the guidelines above.

Long Pants

Long pants are allowed for both girls and boys. The fullness must not interfere with the normal school activities and they must be clean and neat at all times. Students wearing overalls or other bib-type attire must have the straps buttoned appropriately and wear an acceptable shirt or blouse underneath. All long pants must be the proper waist size, length, and leg size:

The pants waist size must not be more than one inch bigger than the correctly measured student waist size. Pants cannot be gathered or drawn together at the waist and must not hang below the waist.

To check if the pants are oversized in the leg, take a measuring tape and pull the pants tight at the calf muscle. If the excess pants material that can be gathered up measures five (5) inches or more they are too big and are not acceptable for school.

Pant inseams must be appropriately sized for the student. Pant length should not touch or drag on the ground.

Belts must not be more than three (3) inches longer than the students measured waist size.

Gang Symbols and Gang Related Apparel

The Governing Board desires to keep district schools and students free from the threats or harmful influence of any groups or gangs which advocate drug use or disruptive behavior. "Gang Related Apparel" is defined in Education Code Section 35183 as apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. The Administration, therefore, prohibits the presence of any apparel, jewelry, accessory, notebook or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in such a group. (i.e., wearing or possession of chains, rags, bandannas, stocking caps, long belts, baggy/oversized pants, cut off or saggy pants, pants worn very low below the waist, etc.)

Any student wearing or carrying overt gang paraphernalia or making gestures that symbolize gang membership shall be referred to the principal or vice principal.

Disciplinary problems shall be handled as individual problems and not labeled as gang problems. Legal Reference:

EDUCATION CODE

32281 School safety plans

35183 School dress codes; uniforms 35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

COURT DECISIONS

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993) 827 F.Supp. 1459
Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251 Hartzell v, Connell
(1984) 35 Cal. 3d 899

Regulation McCABE UNION ELEMENTARY SCHOOL DISTRICT

approved: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | E 5132 Students **Dress And Grooming**

◀ [Previous](#) [Next](#) ▶

STUDENTS VIOLATING ANY PART OF THE DRESS CODE WILL BE ISSUED ONE WARNING AND SENT HOME TO CHANGE INTO APPROPRIATE CLOTHING OR BE ISSUED A SCHOOL TEE SHIRT, IF NECESSARY. THE SECOND AND SUBSEQUENT VIOLATION OF THE SAME NATURE WILL RESULT IN THE STUDENT BEING REFERRED TO THE PRINCIPAL FOR DISCIPLINE, WHICH SHALL INCLUDE SUSPENSION. COACHES AND TEACHERS IN ACTIVITY CLASSES MAY IMPOSE MORE STRINGENT REQUIREMENTS (THAN THE ABOVE) CONSISTENT WITH THE NEEDS OF THE PARTICULAR SPORT AND/OR CLASS SAFETY.

Dear Parents;

Please discuss this policy with your children. Sign and return to your child's teacher.

I have read the above policy and understand the

(Students Name) dress code and the consequences for dress code violation/s. Parent Signature

Exhibit McCABE UNION ELEMENTARY SCHOOL DISTRICT

version: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | BP 5131.7 Students

Weapons And Dangerous Instruments

◀ [Previous](#) [Next](#) ▶

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. 3515.3 - District Police/Security Department)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. [5131](#) - Conduct)

(cf. 5138 - Conflict Resolution/Peer Mediation)

Possession of Weapons

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the school, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

(cf. [4158/4258/4358](#) - Employee Security)

Unless he/she has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code [48902](#); Penal Code [245](#), [626.9](#), [626.10](#); 20 USC [7151](#))

(cf. [3515.2](#) - Disruptions)

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

(cf. [5125](#) - Student Records)

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campus are to be protected and their identity shielded.

Legal Reference:

EDUCATION CODE

35291 Governing board to prescribe rules for discipline of the schools

48900 Grounds for suspension/expulsion

48902 Notification of law enforcement authorities

Required recommendation for expulsions

Readmission

49330-49335 Injurious objects

PENAL CODE

245 Assault with deadly weapon

417.4 Imitation firearm; drawing or exhibiting

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razor or stun gun; bringing or possessing in school

653k Switchblade knife

16100-17350 Definitions

22810-23025 Tear gas weapon (pepper spray)

25200-25225 Firearms, access to children

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 20

6301-7941 No Child Left Behind Act, especially:

7151 Gun-Free Schools Act Management Resources:

CSBA PUBLICATIONS

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

CALIFORNIA DEPARTMENT OF EDUCATION COMMUNICATIONS

0401.01 Protecting Student Identification in Reporting Injurious Objects

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guidance Concerning State and Local Responsibilities Under the Gun-Free Schools Act, January 2004

WEB SITES

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

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

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

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

U.S. Department of Education, Office of Safe and Drug Free Schools:
<http://www.ed.gov/about/offices/list/osdfs>

Policy McCABE UNION ELEMENTARY SCHOOL DISTRICT

adopted: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | AR 5131.7 Students

Weapons And Dangerous Instruments

◀ [Previous](#) [Next](#) ▶

Prohibited weapons and dangerous instruments include, but are not limited to: (Education

Code [48915](#), [49330](#); Penal Code [626.10](#), 16100-17350, [30310](#))

Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion

Ammunition or reloaded ammunition

Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than two and one-half inches, folding knives with a blade that locks into place, and razors with an unguarded blade

Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices

Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun

Any other dangerous device, instrument, or weapon, including those defined in Penal Code [12020](#), including a blackjack, slingshot, billy, nunchaku, sand club, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon

Any imitation firearm, defined as 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

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code [49331](#), [49332](#)) (cf. 5145.12 - Search and Seizure)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

Confiscate the object and deliver it to the principal immediately

Immediately notify the principal, who shall take appropriate action

Immediately notify the local law enforcement agency and the principal

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. 3515.3 - District/Police Security Department)

(cf. [4158/4258/4358](#) - Employee Security)

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code [49331](#), [49332](#))

Regulation McCABE UNION ELEMENTARY SCHOOL DISTRICT

approved: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | BP 1250 Community Relations

Visitors/Outsiders

◀ [Previous](#) [Next](#) ▶

The Board of Trustees believes that it is important for parents/guardians and community members to take an active interest in the issues affecting the district school and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

(cf. [1240](#) - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

To ensure the safety of students and staff and minimize interruption of the instructional program, the

Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the Superintendent or designee. When a visit involves a conference with a teacher or the Superintendent, an appointment should be scheduled during noninstructional time.

(cf. 6116 - Classroom Interruptions)

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

(cf. [1112](#) - Media Relations)

The Superintendent or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code [51512](#))

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code [626.7](#), the Superintendent or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

(cf. [1312.1](#) - Complaints Concerning District Employees)

(cf. [1312.2](#) - Complaints Concerning Instructional Materials)

(cf. [1312.3](#) - Uniform Complaint Procedures)

(cf. [1312.4](#) - Williams Uniform Complaint Procedures)

(cf. 3515.2 - Disruptions)

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code [290](#), including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the Superintendent shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code [626.81](#)) Legal Reference:

EDUCATION CODE

Willful disturbance of public school or meeting

Threatened disruption or interference with classes; misdemeanor

Classroom interruptions

35160 Authority of governing boards

35292 Visits to schools (board members)

49091.10 Parental right to inspect instructional materials and observe school activities

51101 Parent Rights Act of 2002

51512 Prohibited use of electronic listening or recording device

EVIDENCE CODE

1070 Refusal to disclose news source

LABOR CODE

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

PENAL CODE

290 Sex offenders

626-626.10 Schools

626.81 Misdemeanor for registered sex offender to come onto school grounds 627-627.10 Access to school premises, especially:

627.1 Definitions

627.2 Necessity of registration by outsider

627.7 Misdemeanors; punishment

COURT DECISIONS

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

ATTORNEY GENERAL OPINIONS

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

Policy McCABE UNION ELEMENTARY SCHOOL DISTRICT

adopted: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | AR 1250 Community Relations

Visitors/Outsiders

◀ [Previous](#) [Next](#) ▶

The Superintendent or designee shall post at every entrance to the school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code [32211](#); Penal Code [627.6](#))

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

Registration Procedure

In order to register, an outsider shall, upon request, furnish the Superintendent or designee with the following information: (Penal Code [627.3](#))

His/her name, address, and occupation

His/her age, if less than 21

His/her purpose for entering school grounds

Proof of identity

Other information consistent with the provisions of law

Superintendent's Registration Authority

The Superintendent or designee may refuse to register any outsider if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The Superintendent or designee or school security officer may revoke any outsider's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. (Penal Code [627.4](#)) (cf. 3515.2 - Disruptions)

(cf. 3515.3 - District Police/Security Department)

When an outsider fails to register, or when the Superintendent or designee denies or revokes an outsider's registration privileges, the Superintendent or designee may request that the individual promptly leave school grounds. When an outsider is directed to leave, the Superintendent or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code [627.7](#))

Appeal Procedure

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

(cf. [1312.1](#) - Complaints Concerning District Employees)

(cf. [1312.3](#) - Uniform Complaint Procedures)

Regulation McCABE UNION ELEMENTARY SCHOOL DISTRICT

approved: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | BP 5145.7 Students

Sexual Harassment



[Previous](#)

[Next](#)



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

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. [1312.1](#) - Complaints Concerning District Employees)

(cf. [5131](#) - Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5137](#) - Positive School Climate)

(cf. [5141.4](#) - Child Abuse Prevention and Reporting)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

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

What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students

Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues.

A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. The Superintendent is responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. [1312.3](#) - Uniform Complaint Procedures)

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

(cf. [5144](#) - Discipline)

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

(cf. [5144.2](#) - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. [4117.7](#) - Employment Status Report)

(cf. [4118](#) - Dismissal/Suspension/Disciplinary Action)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

(cf [4119.11/4219.11/4319.11](#) - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the district school. (cf. [3580](#) - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex 48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

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

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

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

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130 Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274 Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447 Management Resources:

CSBA PUBLICATIONS

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

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

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

Dear Colleague Letter: Transgender Students, May 2016

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

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

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

WEB SITES

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

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

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

Policy McCABE UNION ELEMENTARY SCHOOL DISTRICT

adopted: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | AR 5145.7 Students

Sexual Harassment

[Previous](#) [Next](#)

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code [234.1](#), as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Superintendent or Designee 701 W. McCabe Road

El Centro, CA 92243

(760) 335-5200

(cf. [1312.3](#) - Uniform Complaint Procedures)

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

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

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

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

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity. (cf. [5131](#) - Conduct)

(cf. [5131.2](#) - Bullying)

(cf. [5137](#) - Positive School Climate)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

Unwelcome leering, sexual flirtations, or propositions

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

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

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

Spreading sexual rumors

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

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

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

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

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

(cf. [5141.4](#) - Child Abuse Prevention and Reporting)

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR [4964](#))

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

(cf. [4119.23/4219.23/4319.23](#) - Unauthorized Release of Confidential/Privileged Information) (cf. [5125](#) - Student Records)

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. To the extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment. Interim measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy.

The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Notifications

A copy of the district's sexual harassment policy and regulation shall:

Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code [48980](#); 5 CCR [4917](#))

(cf. [5145.6](#) - Parental Notifications)

Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code [231.5](#))

A copy of the district's sexual harassment policy and regulation shall be posted on district and school web sites and, when available, on district-supported social media.

(cf. [1113](#) - District and School

Web Sites) (cf. [1114](#) - District-

Sponsored Social Media)

Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code [231.5](#))

Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code [231.5](#))

Regulation McCABE UNION ELEMENTARY SCHOOL DISTRICT

approved: June 27, 2017 El Centro, California

[McCabe Union ESD](#) | BP 5131.2

Students Bullying

[Previous](#)

[Next](#)

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

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

(cf.

[5131](#) -

Condu

ct) (cf.

[5136](#) -

Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual

Harassment) (cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. [0420](#) - School

Plans/Site Councils) (cf.

[0450](#) - Comprehensive

Safety Plan)

(cf. [0460](#) - Local Control and

Accountability Plan) (cf. 1220 -

Citizen Advisory Committees)

(cf. [1400](#) - Relations Between Other Governmental Agencies and

the Schools) (cf. 6020 - Parent Involvement)

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

(cf. [1020](#) -

Youth

Services)

Bullying

Prevention

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

(cf. [5137](#) - Positive School Climate)

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

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction) (cf. 6163.4 - Student Use of Technology)

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

(cf. [4131](#) - Staff Development) (cf. [4231](#) - Staff

Development) (cf. [4331](#) - Staff Development)

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

Intervention

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

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

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

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case

management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code [48900.9](#))

(cf. 6164.2 - Guidance/Counseling

Services) Reporting and Filing of

Complaints

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

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

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

(cf. [1312.3](#) - Uniform Complaint Procedures)

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

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

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

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

Discipline

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

(cf. 5138 - Conflict Resolution/Peer

Mediation) (cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students

with Disabilities)) (cf. 6159.4 - Behavioral Interventions for

Special Education Students)

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

(cf. [4118](#) -

Dismissal/Suspension/Disciplinary

Action) (cf. [4119.21](#)/[4219.21](#)/[4319.21](#) -

Professional Standards) (cf. [4218](#) -

Dismissal/Suspension/Disciplinary

Action) Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of
 discrimination 32282
 Comprehensive safety plan
 32283.5 Bullying; online
 training
 35181 Governing board policy on
 responsibilities of students 35291-35291.5
 Rules
 48900-48925 Suspension or
 expulsion 48985 Translation
 of notices
 52060-52077 Local control and
 accountability plan PENAL CODE
 422.55 Definition of hate crime
 Use of camera or other instrument to invade person's privacy; misdemeanor
 647.7 Use of camera or other instrument to invade person's privacy; punishment
 653.2 Electronic communication devices,
 threats to safety CODE OF REGULATIONS,
 TITLE 5
 4600-4687 Uniform complaint procedures UNITED STATES
 CODE, TITLE 47 254 Universal service discounts (e-rate)
 CODE OF FEDERAL REGULATIONS, TITLE 28
 35.107 Nondiscrimination on basis of
 disability; complaints CODE OF FEDERAL
 REGULATIONS, TITLE 34
 104.7 Designation of responsible employee for Section 504
 106.8 Designation of responsible employee for Title IX
 110.25 Notification of nondiscrimination on
 the basis of age COURT DECISIONS
 Wynar v. Douglas County School District, (2013) 728 F.3d 1062
 J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094 Lavine v. Blaine School
 District, (2002) 279 F.3d 719 Management Resources:
 CSBA PUBLICATIONS
 Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs,
 Activities & Facilities, Legal Guidance, March 2014
 Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-
 Nonconforming Students, Policy Brief, February 2014
 Addressing the Conditions of Children: Focus on Bullying, Governance Brief,
 December 2012 Safe Schools: Strategies for Governing Boards to Ensure
 Student Success, 2011

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009 Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007
 CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
 Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008 Bullying at School, 2003
 U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
 Dear Colleague Letter: Bullying of Students with Disabilities, August 2013 Dear Colleague Letter: Harassment and Bullying, October 2010 WEB SITES CSBA:
<http://www.csba.org>
 California Department of Education, Safe Schools Office:
<http://www.cde.ca.gov/ls/ss> Common Sense Media:
<http://www.common sense media.org>
 National School Safety Center:
<http://www.schoolsafety.us> ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>
 U.S. Department of Education:
<http://www.ed.gov> Policy McCABE
 UNION ELEMENTARY SCHOOL DISTRICT
 adopted: June 27, 2017 El Centro, California
[McCabe Union ESD](#) | BP 5137 Students Positive School Climate

◀ [Previous](#) ▶ [Next](#)

The Board of Trustees desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities) (cf. [3515](#) - Campus Security)

(cf. [3515.2](#) - Disruptions)

(cf. [5030](#) - Student Wellness)

(cf. [5131.4](#) - Student Disturbances) (cf. 5142

- Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. [4119.21/4219.21/4319.21](#) - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug,

alcohol, and tobacco use.

(cf. [0450](#) - Comprehensive

Safety Plan) (cf. [3513.3](#) -

Tobacco-Free Schools)

(cf. [4020](#) - Drug and Alcohol-Free

Workplace) (cf. [5131](#) - Conduct)

(cf. [5131.1](#) - Bus Conduct)

(cf. [5131.6](#) - Alcohol and Drugs)

(cf. [5131.7](#) - Weapons and Dangerous

Instruments) (cf. [5136](#) - Gangs)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

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

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

(cf. [5131.9](#) - Academic Honesty)

(cf. 6141 - Curriculum Development

and Evaluation) (cf. 6142.94 -

History/Social Science Instruction)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the school, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the school.

(cf. [1240](#) - Volunteer Assistance)

(cf. [5126](#) - Awards for

Achievement) (cf.

[5131.5](#) - Vandalism

and Graffiti)

(cf. 5148.2 - Before/After

School Programs) (cf. 6020 -

Parent Involvement)

(cf. 6145 - Extracurricular and

Cocurricular Activities) (cf. 6145.5 -
Student Organizations and Equal
Access)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The school shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

(cf. 5138 - Conflict Resolution/Peer

Mediation) (cf. 6164.2 -

Guidance/Counseling Services)

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development) (cf. [4331](#) - Staff Development) Legal

Reference: EDUCATION CODE

233-233.8 Hate

violence prevention

32280-32289 School

safety plans 32295.5

Teen court programs

35181 Governing board policy on

responsibilities of students 35291-35291.5

Rules

44807 Teachers' duty concerning conduct of students

48900-48925 Suspension and expulsion Management

Resources: CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy

Brief, July 2007

Protecting Our Schools: Governing Board Strategies to Combat School Violence,

rev. 1999 CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

Creating Safe and Drug-Free Schools: An Action Guide, 1996

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and

Communities, 1998 WEB SITES

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

California Department of Education, Learning Support:

<http://www.cde.ca.gov/ls> National School Safety Center:

<http://www.schoolsafety.us>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/offices/OESE/SDFS> Policy McCABE UNION ELEMENTARY SCHOOL DISTRICT

adopted: June 27, 2017 El Centro, California

Telephone Bomb Threat Checklist

Instructions: Remain calm and be courteous with the caller. Do not interrupt the caller. Pretend you can't hear the caller and try to keep them talking. Fill out the form with as much information as possible.

Date	Time of Call	Caller's Phone Number
Sex of Caller: M/F	Approximate Age	
What was the exact wording of the threat:		

1. When will the bomb explode?
2. Where is the bomb now?
3. What does the bomb look like?
4. What kind of bomb is it?
5. What will cause the bomb to explode?
6. Did you place the bomb? If so, Why?
7. What is your name?

Describe the caller's voice (circle any that apply):

calm	lisp	deep	soft	angry	crying
slow	loud	excited	normal	raspy	distinct
nasal	stutter	cracking	laughing	slurred	accented
ragged	deep	breathing	other:		

Was the voice familiar to you? Y \ N

Like whom?

Describe the threat language (circle any that apply):

well-spoken	foul	incoherent	message read
serious	irrational	other: _____	

Describe any background noise (circle any that apply):

street	long-distance	clear	music	office	local
factory	motor	house	static	voices	
animals					
other: _____					

Your Name	Your Phone Number
Your Position	Date of Report

This form should be reproduced and placed by all phone.
McCabe Union Elementary School District

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

SUSPECTED CHILD ABUSE REPORT

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

CASE NAME: _____

CASE NUMBER: _____

PLEASE PRINT OR TYPE

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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

SS 8572 (12/02)

Page 1 of 2



Reunification Information (PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel

Student Name

Student Grade Student Cell Phone Number (If applicable).....

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

School personnel completes:
Photo identification matches name
of person picking up student?
Yes or No INITIALS

Parent/Guardian completes:

Print Student Name Again..... Student Grade

Teacher

Student Birthday

School personnel completes upon release of student

TIME INITIALS OTHER

Reunification

First, we want to thank you for your patience during this reunification. We share the same goal during this process: Getting you and your child back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that mandates we personally reunite you with your child.

Instructions

1. Please complete the information on the other side of this card.
2. Prepare identification (If you don't have ID with you, please move to the side of the line, it may take a little longer to verify your identity.)
3. Select the check-in line based on student grade level.
4. After check-in, staff will split this card and a staff member will be sent to recover your child. Please step over to the Parent Student Reunion Area.
5. If there has been injury or other concerns, you may be asked to meet with a counselor.
6. We ask for your patience. Please don't shout at school staff. We'll get through this as quickly as possible.

Reunification Areas

Grades **TK-2nd**: McCabe Campus Multipurpose Room

Grades **3-6**: Corfman Campus Gym

Grades **7-8**: Corfman Campus Multipurpose Room

Classroom Attendance Verification

Lead Teacher: Verify all classes are in attendance by their green card by checking off ALL CLEAR. If red card is displayed, document teacher name and any missing students.

Room Number	ALL CLEAR	Teacher	Name of Missing Student	Student Last Seen or Suspected Whereabouts

Form Complete By: _____ Date: _____

Clear Zone Verification

Verify all zones are cleared and all classes' attendance has been verified. CIRCLE if CLEAR: McCabe Corfman

Zone/Grade Level	ALL CLEAR	Name of Missing Student	Student Last Seen or Suspected Whereabouts
McCabe 1			
McCabe 2			
McCabe 3			
McCabe 4			
Corfman 1			
Corfman 2			
Corfman 3			
Corfman 4			
Corfman 5			
TK/Kinder			
1 st			
2 nd			
3 rd			
4 th			
5 th			
6 th			
7 th			
8 th			

Form Completed By: _____ Date: _____

McCabe Union Elementary School District

Discipline Matrix

When it is necessary to impose discipline, school administrators and teachers will follow a progressive discipline process. The degree of discipline to be imposed by school officials will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history, the age of the student and other relevant factors.

The following elementary school code of conduct has been adopted to protect and foster respect for the rights of MUESD students and staff. Infractions of this Code of Conduct are grouped into three levels based on the severity of the infraction, and each violation of the code may have from one to three levels of consequences. Additional violations of 4 or more will be addressed according to the guidelines set below in the Additional Consequences after Level I and Level II matrix area.

These represent the recommended guidelines in the disposition of discipline situations for the elementary school. Therefore, depending on the circumstances of the behavior or education status of the student, responses may vary from situation to situation.

In all cases administrative discretion will be exercised.

Level 1			
Behavior	1st Offense	2nd Offense	3rd Offense
Electronic Signaling Devices	Confiscate Return to parent Detention	Confiscate 14 days Return to parent Detention 2 days	Confiscation until the end of the year Return to parent Detention 3 days
Possession of inappropriate materials (toys, electronics, explicit materials)	Confiscate Return to parent	Parent Notification Confiscate Return to parent Detention	Parent Notification Confiscation until the end of the year Detention 2-3 days
Public Displays of Affection	Parent Contact Detention 1 day	Parent Contact Detention 2 days	Parent Conference Detention 3 days or ISS
Behavioral disruption (rudeness, acting disrespectfully, dishonesty, name calling, etc.)	Parent Contact Detention 1 day	Parent Contact Detention 2 days	Parent Contact Detention 3 days Behavioral Contract
Forged (altered) Notes	Parent Contact Detention 1 days	Parent Contact Detention 2 days	Parent Contact Detention 3 days Behavioral Contract
Habitual Littering, throwing food	Parent Contact Detention 1 day	Parent Contact Detention 2 days	Parent Contact Detention 3 days
Not Cooperating with Substitute Teacher	Parent Contact Detention 1 day	Parent Contact Detention 2 days	Parent Conference Detention 3 days

			Behavioral Contract
Profanity (general use, written, and/or gestures)	Parent Contact Detention 1 day	Parent Contact Detention 2 days	Detention three days or ISS Parent Conference
Dress Code Violations	Warning Change into loaners	Parent Contact Detention 1 day Change into loaners	Parent Contact Detention 2 day Change into loaners
Unexcused tardy (7th and 8th grade) between periods	Warning	Parent Contact Detention 1 day	Parent Contact Detention 2 days
Level 2			
Behavior	1st Offense	2nd Offense	3rd Offense
Cheating or plagiarism	No credit for the assignment Detention 1 day Parent Contact	No credit for the assignment Detention 2 days Parent Conference	No credit for the assignment Detention 3 days Behavior Contract Parent Conference
Forgery (school documents)	Parent conference Detention 3-5 days	Parent conference 1-2 days suspension	Parent conference 3 days suspension
Ditching Class	Parent Contact Detention 2 days	Parent Contact Detention 3 days	Parent Conference Detention 5 days
Inappropriate Touch	Parent Contact Detention 2 days Participation in an intervention program Letter of apology	Parent Contact 1 Day ISS Participation in an intervention program Letter of apology	See Level 3 Ed Code
Rough Housing	Parent Contact Detention 1 day	Parent Contact Detention 2 days Behavior Contract	Parent Conference Detention 3-5 days Continue/Revise Behavior Contract
Verbal Aggression/Provoking	Parent Contact Detention 1 day	Parent Conference Detention 2 days Behavior Contract	Parent Conference Detention 3 days or 1 Day ISS Continue/Revise Behavior Contract
Inappropriate possession or use of technology (unauthorized access to software, telephones,	Parent Contact Limited/Loss of computer privileges for up to	Parent Conference 1-2 Days ISS/OSS and Loss of computer privileges for up to	Parent Notification 1 Day OSS Loss of computer privileges for entire

accounts or files)	(8) weeks as per behavior contract	24 weeks as per Behavior Contract See Level 3 Ed Code	school year as per Behavior Contract See Level 3 Ed Code
Insubordination, defiance of authority or showing disrespect	Parent Contact Detention 1-2 days Letter of apology	Parent Conference Detention 3-4 days Behavior Contract Participation in an intervention program Letter of apology	Parent Conference Detention 5 days or OSS Behavior Contract Participation in an intervention program Letter of apology See Level 3 Ed Code
Physical or Aggressive contact towards student	See Level 3 Ed Code		
Physical or Aggressive contact towards staff member	See Level 3 Ed Code		
Minor Theft	Parent Contact Detention 2 days Restitution of Stolen Item Letter of apology	Parent Conference Detention 3-5 days Restitution of Stolen Item Behavior Contract Participation in an intervention program Letter of apology	See Level 3 Ed Code
Disrupting a school activity (field trip, event, games, etc.)	Parent Contact Loss of next school activity Detention 2 days	Parent Conference Loss of next two school activities Detention 3 days	Parent Notification Loss of school activities for the remainder of the school year 1 Day OSS See Level 3 Ed Code
Misuse of or falsifying any official document or communication (including but not limited to: agenda, pass, ID, progress report, call to school to excuse an	Parent Contact Detention 2 days	Parent Conference Detention 3 days Behavior contract Participate in an intervention program	See Level 3 Ed Code

absence, parent signature, etc.)			
Additional Consequences for Level 1 and 2			
Behavior	4th Offense	5th Offense	6th Offense
Failure to comply with disciplinary consequences, includes multiple referrals and not necessarily for the same behavior. Ed Code 48900 (k)	Parent Notification 1 -3 Days ISS or OSS Continue/Revise Behavior Contract	Parent Notification 1 -3 Days ISS or OSS Continue/Revise Behavior Contract	Parent Notification 3-5 Days ISS or OSS Continue/Revise Behavior Contract
Level 3			
Behavior	1st Offense	2nd Offense	3rd Offense
Caused, attempted to cause, or threatened to cause physical injury to another person Ed Code 48900 (a)(1)	<ul style="list-style-type: none"> • Parent conference • Other means of correction • Suspension 1-3 days • Notify police, if appropriate 	<ul style="list-style-type: none"> • Parent conference • Other means of correction • Suspension 2-5 days • Notify police, if appropriate 	<ul style="list-style-type: none"> • Parent conference • Other means of correction • Suspension 2-5 days • Recommend Expulsion • Notify police, if appropriate
Willfully used force or violence upon the person of another, except in self-defense Ed Code 48900 (a)(2)	<ul style="list-style-type: none"> • Parent conference • Other means of correction • Suspension 1-3 days • Notify police, if appropriate • Recommend Expulsion EC48915(c) 	<ul style="list-style-type: none"> • Parent conference • Other means of correction • Suspension 2-5 days • Recommend Expulsion • Notify police, if appropriate 	<ul style="list-style-type: none"> • Recommend Expulsion • Notify police, if appropriate
Possessed, sold or otherwise furnished any firearm, knife (brandishing at another person), explosive, or other dangerous object. Knife is defined in EC48915(g) Ed Code 48900 (b)	<ul style="list-style-type: none"> • Parent conference • Referral to police department • Suspension 5 days pending recommendation to expel <ul style="list-style-type: none"> ○ 48915(c) violation 		

<p>Possessed, sold or otherwise furnished any knife. Knife is defined in EC48915(g) Ed Code 48900 (b)</p>	<ul style="list-style-type: none"> • Parent conference • Other means of correction • Suspension 1-3 days • Notify police, if appropriate 	<ul style="list-style-type: none"> • Parent conference • Other means of correction • Suspension 2-5 days • Recommend Expulsion EC48915(c) • Notify police, if appropriate 	<ul style="list-style-type: none"> • Parent conference • Other means of correction • Suspension 2-5 days • Recommend Expulsion EC48915(c) • Notify police, if appropriate
<p>Unlawfully sold any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety code. Ed Code 48900 (c)</p>	<ul style="list-style-type: none"> • Parent conference • Referral to police department • Suspension 5 days pending recommendation to expel <ul style="list-style-type: none"> ◦ 48915(c) violation 		
<p>Unlawfully possessed, used, or otherwise furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant of any kind Listed in Chapter 2 of Division 10 of the Health and Safety code. Ed Code 48900 (c)</p>	<ul style="list-style-type: none"> • Parent conference • Referral to police department • Other Means of Corrections Suspension 2-5 days • Participation in an intervention program • Recommendation to expel* EC48915(c) 	<ul style="list-style-type: none"> • Parent conference • Referral to police department • Other Means of Corrections Suspension 2-5 days • Participation in an intervention program • Recommendation to expel EC48915(c) 	
<p>Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind. Ed Code 48900 (d)</p>	<ul style="list-style-type: none"> • Parent conference • Referral to police department • Suspension 5 days pending recommendation to expel <ul style="list-style-type: none"> ◦ 48915(c) violation 		
<p>Committed or attempted to commit robbery or extortion. Ed Code 48900 (e)</p>	<ul style="list-style-type: none"> • Parent conference • Referral to police department • Other Means of Corrections Suspension 1-3 days • Restitution • Recommendation to expel EC48915 	<ul style="list-style-type: none"> • Parent conference • Referral to police department • Other Means of Corrections Suspension 2-5 days • Restitution • Recommendation to expel EC48915 	

	(c)	(c)	
<p>Caused or attempted to cause damage to school property or private property, including but not limited to books, computers, electronic files, databases, and emails. Ed Code 48900(f)</p>	<ul style="list-style-type: none"> • Parent Conference • Restitution • Referral to police department • Other means of corrections, including detention 	<ul style="list-style-type: none"> • Parent Conference • Restitution • 1-3 days suspension • Referral to police department • Other means of corrections, including detention 	<ul style="list-style-type: none"> • Parent Conference • Restitution • 3-5 days suspension • Referral to police department • Other means of corrections • Recommendation to expel EC48915 (c)
<p>Stole or attempted to steal school property or private property. Ed Code 48900 (g)</p>	<ul style="list-style-type: none"> • Parent Conference • Restitution • Referral to police department • Other means of corrections, including detention 	<ul style="list-style-type: none"> • Parent Conference • Restitution • 1-3 days suspension • Referral to police department • Other means of corrections, including detention 	<ul style="list-style-type: none"> • Parent Conference • Restitution • 3-5 days suspension • Referral to police department • Other means of corrections • Recommendation to expel EC48915 (c)
<p>Possessed or used tobacco, or any products containing tobacco or nicotine products, including Salvia Ed Code 48900 (h)</p>	<ul style="list-style-type: none"> • Parent conference • Referral to police department • Other Means of Corrections • Detention 3-5 days • Participation in an intervention program 	<ul style="list-style-type: none"> • Parent conference • Referral to police department • Other Means of Corrections • Suspension 1-5 days • Participation in an intervention program 	<ul style="list-style-type: none"> • Parent conference • Referral to police department • Other Means of Corrections • Suspension 3-5 days • Participation in an intervention program • Recommendation to expel EC48915(c)
<p>Committed an obscene act or engaged in habitual profanity or vulgarity Ed Code 48900 (i)</p>	<ul style="list-style-type: none"> • Parent conference • Other Means of Corrections • Detention 3-5 days • Participation in an intervention program 	<ul style="list-style-type: none"> • Parent conference • Other Means of Corrections • Suspension 1-5 days • Participation in an intervention program 	<ul style="list-style-type: none"> • Parent conference • Other Means of Corrections • Suspension 3-5 days • Participation in an intervention program

			<ul style="list-style-type: none"> Recommendation to expel EC48915(c)
Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia Ed Code 48900 (j)	<ul style="list-style-type: none"> Parent conference Referral to police department Other Means of Corrections Detention 3-5 days Participation in an intervention program 	<ul style="list-style-type: none"> Parent conference Referral to police department Other Means of Corrections Suspension 1-5 days Participation in an intervention program 	<ul style="list-style-type: none"> Parent conference Referral to police department Other Means of Corrections Suspension 3-5 days Participation in an intervention program Recommendation to expel EC48915(c)
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 Ed Code 48900 (k)	<ul style="list-style-type: none"> Parent conference Other Means of Corrections Detention 1-3 days Participation in positive behavior program 	<ul style="list-style-type: none"> Parent conference Other Means of Corrections Detention 3-5 days Participation in positive behavior program 	<ul style="list-style-type: none"> Parent conference Other Means of Corrections Suspension 1-5 days Participation in an intervention program Recommendation to expel EC48915(c)
Knowingly received stolen property Ed Code 48900 (l)	<ul style="list-style-type: none"> Parent Conference Restitution Referral to police department Other means of corrections, including detention 	<ul style="list-style-type: none"> Parent Conference Restitution 1-3 days suspension Referral to police department Other means of corrections, including detention 	<ul style="list-style-type: none"> Parent Conference Restitution 3-5 days suspension Referral to police department Other means of corrections Recommendation to expel EC48915 (c)
Possessed imitation/replica firearm Refer to Ed Code 48900 (b) Ed Code 48900 (m)	<ul style="list-style-type: none"> Parent Conference Restitution Referral to police department Other means of corrections, 	<ul style="list-style-type: none"> Parent Conference Restitution 1-3 days suspension Referral to police department 	<ul style="list-style-type: none"> Parent Conference Restitution 3-5 days suspension Referral to police department

	including detention	<ul style="list-style-type: none"> Other means of corrections, including detention 	<ul style="list-style-type: none"> Other means of corrections Recommendation to expel EC48915 (c)
Committed or attempted to commit a sexual assault Ed Code 48900(n)	<ul style="list-style-type: none"> Parent conference Referral to police department Suspension 5 days pending recommendation to expel <ul style="list-style-type: none"> 48915(c) violation 		
Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding Ed Code 48900 (o)	<ul style="list-style-type: none"> Parent conference Other Means of Corrections Detention 3-5 days Participation in an intervention program 	<ul style="list-style-type: none"> Parent conference Other Means of Corrections Suspension 1-5 days Participation in an intervention program 	<ul style="list-style-type: none"> Parent conference Other Means of Corrections Suspension 3-5 days Participation in an intervention program Recommendation to expel EC48915(c)
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma Ed Code 48900 (p)	<ul style="list-style-type: none"> Parent conference Referral to police department Suspension 5 days pending recommendation to expel <ul style="list-style-type: none"> 48915(c) violation Reference 48900 (c) 		
Engaged in, or attempted to engage in, hazing See Ed Code 48900 (a)(2) Ed Code 48900 (q)	<ul style="list-style-type: none"> Parent conference Other means of correction Suspension 1-3 days Notify police, if appropriate Recommend Expulsion EC48915(c) 	<ul style="list-style-type: none"> Parent conference Other means of correction Suspension 2-5 days Recommend Expulsion Notify police, if appropriate 	<ul style="list-style-type: none"> Recommend Expulsion Notify police, if appropriate
Engage in an act of bullying, including, but not limited to bullying committed by means of an electronic act Ed Code 48900 (r)	<ul style="list-style-type: none"> Parent conference Other Means of Corrections Detention 3-5 days Participation in an intervention program 	<ul style="list-style-type: none"> Parent conference Other Means of Corrections Suspension 1-5 days Participation in an intervention program 	<ul style="list-style-type: none"> Parent conference Other Means of Corrections Suspension 3-5 days Participation in an intervention program Recommendation

			to expel EC48915(c)
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 Ed Code 48900 (t)	<ul style="list-style-type: none"> • Parent conference • Other Means of Corrections • Detention 3-5 days • Participation in an intervention program 	<ul style="list-style-type: none"> • Parent conference • Other Means of Corrections • Suspension 1-5 days • Participation in an intervention program 	<ul style="list-style-type: none"> • Parent conference • Other Means of Corrections • Suspension 3-5 days • Participation in an intervention program
Committed sexual harassment. Defined by EC 212.5 Only grades 4-12 Ed Code 48900.2	<ul style="list-style-type: none"> • Parent conference • Other Means of Corrections • Detention 3-5 days • Participation in an intervention program • Possible suspension 1-5 days based on severity 	<ul style="list-style-type: none"> • Parent conference • Other Means of Corrections • Suspension 1-5 days • Participation in an intervention program • Recommendation to expel EC48915(c) 	<ul style="list-style-type: none"> • Parent conference • Other Means of Corrections • Suspension 3-5 days • Participation in an intervention program • Recommendation to expel EC48915(c)
Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. Defined by EC 233 Only grades 4-12 Ed Code 48900.3	<ul style="list-style-type: none"> • Parent conference • Other Means of Corrections • Detention 3-5 days • Participation in an intervention program • Possible suspension 1-5 days based on severity 	<ul style="list-style-type: none"> • Parent conference • Other Means of Corrections • Suspension 1-5 days • Participation in an intervention program • Recommendation to expel EC48915(c) 	<ul style="list-style-type: none"> • Parent conference • Other Means of Corrections • Suspension 3-5 days • Participation in an intervention program • Recommendation to expel EC48915(c)
Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils. Only grades 4-12 Ed Code 48900.4	<ul style="list-style-type: none"> • Parent conference • Other means of correction • Suspension 1-3 days • Notify police, if appropriate 	<ul style="list-style-type: none"> • Parent conference • Other means of correction • Suspension 2-5 days • Recommend Expulsion 	<ul style="list-style-type: none"> • Recommend Expulsion • Notify police, if appropriate

	<ul style="list-style-type: none"> • Recommend Expulsion EC48915(c) 	<ul style="list-style-type: none"> • Notify police, if appropriate 	
<p>Made terroristic threats against school officials or school property, or both. Ed Code 48900.7</p>	<ul style="list-style-type: none"> • Parent conference • Other means of correction • Suspension 1-3 days • Notify police, if appropriate • Recommend Expulsion EC48915(c) 	<ul style="list-style-type: none"> • Parent conference • Other means of correction • Suspension 2-5 days • Recommend Expulsion • Notify police, if appropriate 	<ul style="list-style-type: none"> • Recommend Expulsion • Notify police, if appropriate

THE STANDARD RESPONSE PROTOCOL K12

Operational Guidance for Implementing The Standard Response Protocol
In a K12 Environment

K12 SCHOOLS AND DISTRICTS



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

2023

PEACE

It does not mean to be in a place where there is no noise, trouble, or hard work.

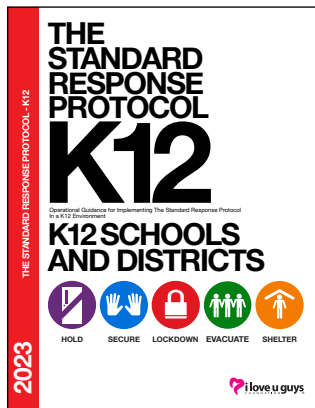
It means to be in the midst of those things and still be calm in your heart.



STANDARD RESPONSE PROTOCOL®

SRP 2023 K-12 CHANGE HISTORY VERSION 4.1

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	1.0	2009-03-02	Original content
Russ Deffner John-Michael Keyes	2.0	2015-01-08	Version update. See: The Standard Response Protocol V2 An Overview of What's New in the SRP
Tom Kelley (TxSSC)	2.1	2017-12-02	Content, edits, formal inclusion of the Standard Response Protocol Extended "Hold in your classroom". Texas School Safety Center version
John-Michael Keyes	2.2	2018-05-22	Content, edits. Colorado School District Self Insurance Pool version.
John-Michael Keyes	3.0	2019-06-05	Incorporated "Hold in your classroom or area" into the Standard Response Protocol
John-Michael Keyes	4.0	2020-01-17	Replaced Lockout Action with Secure Action
Ellen Stoddard-Keyes	4.0	2020-06-23	Added new content and incorporated suggestions.
I Love U Guys Foundation	4.1	2022-6-15	Additional Guidance, Detail and Resources



The Standard Response Protocol 2023 K12

Operational Guidance for Schools, Districts, Departments and Agencies

Version 4.1 ISBN-13: 978-1-951260-07-1



DEDICATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... “I love you guys” and “I love u guys. k?”

Emily’s kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The “I Love U Guys” Foundation. This book is dedicated to Emily.

FORWARD

The original concept of this program came from recognizing that most school safety plans focused on response to individual incidents. Since there is no way to predict every single type of incident, that method leaves gaps in response. It is fairly common, after a tragedy, to hear someone say “I didn’t think that would happen here,” so the assumption is that there was no response plan for it.

Many safety plans The Foundation looked at contained similar actions being used for the various incidents, but they were called different things. The Standard Response Protocol was developed with input from many safety practitioners and is action-based, defining each physical response. When the actions are practiced and understood, they can be used almost universally for any incident. This is a life skill that stretches far beyond school.

This book contains guidance on using the actions, as well as discussions and other considerations when using The Standard Response Protocol.

ACKNOWLEDGMENTS

The Keyes family is primarily grateful to responders Deputy Chief A.J. DeAndrea and Deputy Mike Denuzzi for opening the door for discussion and communication in the aftermath of the tragedy, and to former investigative reporter Paula Woodward for making the introduction. (There’s a story there...)

Thanks to Ted Zocco-Hochhalter for introducing us to emergency management for safer schools, and to Katherine Zocco-Hochhalter for bringing humanity to the conversation, and to both for sharing their knowledge and friendship.

STAFF

Need we say more? At the release of this version, The Foundation employs five people full time, all of whom bring unique skills, curiosity and intelligence to these materials, so it’s all hands on deck.

Current Staff:

Allyson Jones, Communications Manager, Carly Posey, Mission Director, Dan Rector, Emergency Management Planner, Ellen Stoddard-Keyes, Operations Director, and John-Michael Keyes, Executive Director

BOARD OF DIRECTORS

Chris Zimmerman, Craig Straw, Dave Bauer, Frank DeAngelis, Heilit Biehl, James Englert, Louis S. Gonzalez, Martha Vargas, Murphy Robinson, and Pat Hamilton.

Whereas many nonprofits have a combative relationship with their Boards, we have always treasured ours for their dedication and wisdom.

AUTHORS AND CONTRIBUTORS

We are incredibly grateful to the people who have helped with the development of the programs. For contributions to content we are grateful to the following people:

Dr. David Benke (former teacher and former Board member) for Teacher Guidance;

Kevin Burd (Detective Lieutenant Ret., Priority of Life Training and Consulting) for content contribution and training expertise;

Russell Deffner (Advisor/Contractor/Volunteer) for Incident Command Guidance;

Tom Kelley (School Safety Training and Education Specialist, Texas School Safety Center) for content contributions;

Ian Lopez (Director of Safety & Security, Cherry Creek Schools) for content contribution;

John McDonald (Executive Director, Safety, Security and Emergency Planning, Jefferson County Public Schools) for ongoing discussion and input on what’s really going on in the world;

Joleen Reefer (City and County of Broomfield Ret.) for the phrase, “Locks, Lights, Out of Sight”;

Jaclyn Schildkraut (PhD, Associate Professor, Department of Criminal Justice, State University of New York at Oswego) for accuracy and research on drill and guidance;

Heidi Walts (Commander, Northglenn Police Department) for being the best sister and sister-in-law to John-Michael and Ellen, and also giving excellent guidance when they needed it the most.

ADJUNCT INSTRUCTORS

They conduct trainings around the country on a part time basis, bringing their expertise and knowledge to the table. And they bring back information about how we can improve the programs

Current Adjunct Instructors:

Stacy Avila (Arvada Police Dept. Ret.)

David Benke, retired teacher and former Board member

Kevin Burd (Detective Lieutenant Ret., Priority of Life Training and Consulting)

Pat Hamilton (Chief Operating Officer, Adams 12 Five Star Schools)

Chris Zimmerman (Principal, Cimarron Middle School, Douglas County)

CONTACT INFORMATION

The “I Love U Guys” Foundation can be reached online at <https://iloveuguids.org>.

Email: srp@iloveuguids.org

The “I Love U Guys” Foundation
P.O. Box 489, Placitas, NM 87043

“Tactics are intel driven.”

What we plan is based on what we know.

“But the environment dictates tactics.”

But what we do, is based on where we are.

– Deputy Chief A.J. DeAndrea
– Civilian Translation: John-Michael Keyes

TABLE OF CONTENTS

People of The “I Love U Guys” Foundation	5
Mission	8
Terms of Use.....	9
Introduction.....	10
Standard Response Protocol Overview	11
Considerations and How to Begin	12, 13
Messaging and Communication	14, 15
Hold. In Your Room or Area.....	16
Hold Messaging	17
Secure. Get inside, lock outside doors	18, 19
Secure Messaging	20
Lockdown. Locks, lights, out of sight	21, 22
Lockdown Messaging	23
Evacuate to a location	24
Evacuate Messaging	25
Police Led Evacuation	26
Shelter. State the hazard and safety strategy	27
Shelter Messaging	28
Sequencing the Actions	29
Environment Dictates the Tactics.....	30
Materials and a Note to your Printer	31, 32
Drills vs. Functional and Full-Scale Exercises	33
SRP Lockdown Drill	34, 35
Frequently Asked Questions.....	36, 37
Appendix A - FEMA Guidance for Drills and Exercises.....	38, 39



MISSION

The "I Love U Guys" Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

THE "I LOVE U GUYS" FOUNDATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... "I love you guys" and "I love u guys. k?"

Emily's kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The "I Love U Guys" Foundation.

COMMITMENT

There are several things we are committed to. The most important thing we can do is offer our material at no cost to schools, districts, departments, agencies and organizations. The reason we are able to continue to provide this service is due, in part, to the generosity of our donors and Mission Partners (see Partner with Love on the website). The "I Love U Guys" Foundation works very hard to keep our costs down as well as any costs associated with our printed materials. Donor and Mission Partner support allows us to stretch those dollars and services even more. Your gift, no matter the size, helps us achieve our mission. Your help makes a difference to the students, teachers, first responders, and the communities in which we live and work.

WARNINGS AND DISCLAIMER

Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an "as is" basis. Please visit our website (<https://iloveuguids.org>) for the detailed information.

There are some links to resources in this book. In most PDFs they will be clickable, but The Foundation cannot guarantee that the actual source is still available at that site.

COPYRIGHTS AND TRADEMARKS

In order to protect the integrity and consistency of The Standard Response Protocol, The "I Love U Guys" Foundation exercises all protection under copyright and trademark. Use of this material is governed by the Terms of Use (details in the MOU and NOI documents) or a Commercial Licensing Agreement.

COMMERCIAL LICENSING

Incorporating the SRP into a commercial product, like software or publication, requires a commercial license. Please contact The "I Love U Guys" Foundation for more information and costs.

ABOUT SRP 2023

Since 2015, The Foundation offered optional classroom training that included "Hold in your classroom." In 2017, The Foundation developed materials for The Standard Response Protocol Extended (SRP-X) that included the Hold action.

With SRP 2021, the Hold action was incorporated into the Standard Response Protocol and the Lockout action was changed to Secure.

For SRP 2023, there is expanded guidance, the introduction of the "SRP Lockdown Drill," and new communications guidance.

Although the SRP 2021 version is still valid, The "I Love U Guys" Foundation recommends updating to the newer version as soon as feasible.

As you begin to implement and drill the protocol, keep in mind that environments are different. What that means is that we provide you with some tactics. Things we know. But your school, your agencies, and your environment, will ultimately dictate what you do.

THE "I LOVE U GUYS" FOUNDATION MOU

Some schools, districts, departments and agencies may desire a formalized Memorandum of Understanding (MOU) with The "I Love U Guys" Foundation. For a current version of the MOU, please visit iloveuguids.org.

The purpose of an MOU is to define responsibilities of each party and provide scope, and clarity of expectations. It affirms agreement of stated protocol by schools, districts, departments and agencies. It also confirms the online availability of the Foundation's materials.

An additional benefit for the Foundation is in seeking funding. Some private grantors view the MOU as a demonstration of program effectiveness.

This can be emailed to srp@iloveuguids.org

NOTICE OF INTENT

Another option is to formally notify the Foundation with a Notice of Intent (NOI). This is a notice that you are reviewing the materials but have not adopted them yet. This is also available on the website.

At a minimum, schools, districts, departments and agencies that will ultimately incorporate the SRP into their safety plans and practices should email srp@iloveuguids.org and let us know.

FAIR USE POLICY

These materials are for educational and informational purposes only and may contain copyrighted material the use of which has not always been specifically authorized by the copyright owner. In accord with our nonprofit mission, we are making such material available for the public good to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

The "I Love U Guys" Foundation IRS 501(c)3 est. 2006 asserts this constitutes a 'fair use' of any such copyrighted material as provided in Section 107 of the US Copyright Law. In accordance with Title 17 U.S.C. Section 107, these materials are distributed without profit to those who have expressed a prior interest in receiving the included information for criticism, comment, news reporting, teaching, scholarship, education and research.

If you wish to use copyrighted material from this site for purposes of your own that go beyond fair use, you must obtain permission from copyright owner.

If your copyrighted material appears in our materials and you disagree with our assessment that it constitutes 'fair use,' contact us.

PRIVACY POLICY

When you agree to the Terms of Use by sending an MOU or NOI, your contact information will be entered into a database. You will receive notification when there are updates and/or new materials. You will have the opportunity to opt-in to receive periodic blog posts and newsletters via email.

Our Commitment to Program Users: We will not sell, share or trade names, contact, or personal information with any other entity, nor send mailings to our donors on behalf of other organizations. This policy applies to all information received by The "I Love U Guys" Foundation, both online and offline, as well as any electronic, written, or oral communications. Please see our website for the full Privacy text.

TERMS OF USE

Schools, districts, departments, agencies and organizations may use these materials, at no cost, under the following conditions:

1. Materials are not re-sold
2. Core actions and directives are not modified
 - 2.1. **Hold** - "In Your Room or Area."
 - 2.2. **Secure** - "Get Inside, Lock Outside Doors"
 - 2.3. **Lockdown** - "Locks, Lights, Out of Sight"
 - 2.4. **Evacuate** - A Location may be specified
 - 2.5. **Shelter** - State the Hazard and the Safety Strategy
3. The Notification of Intent (NOI) is used when the materials are being evaluated. A sample NOI can be downloaded from the website, and is provided to The "I Love U Guys" Foundation through one of the following:
 - 3.1. Complete the NOI and email it to srp@iloveuguy.org
 - 3.2. Send an email to srp@iloveuguy.org
4. The Memorandum of Understanding (MOU) is used when it has been determined that the materials will be used. A sample MOU can be downloaded from iloveuguy.org, and is provided to The "I Love U Guys" Foundation by emailing it to srp@iloveuguy.org
5. The following modifications to the materials are allowable:
 - 5.1. Localization of Evacuation events
 - 5.2. Localization of Shelter events
 - 5.3. Addition of organization logo

ONE DEMAND

The protocol also carries an obligation. Kids and teens are smart. An implicit part of the SRP is that authorities and school personnel tell students what's going on.

Certainly, temper it at the elementary school level, but middle schoolers and older need accurate information for the greatest survivability, and to minimize panic and assist recovery.

Note: Student training includes preparation for some alternative methods during a tactical response but reinforces deference to local law enforcement.

REQUEST FOR COMMENT

The Standard Response Protocol is a synthesis of common practices in use at a number of districts, departments and agencies. The evolution of SRP has included review, comment and suggestion from a number of practitioners. With each version, the SRP is subjected to tactical scrutiny by law enforcement agencies, and operational review and adoption by schools. Suggestions for modification can be made via email at srp_rfc@iloveuguy.org. Please include contact information, district, department or agency, including daytime phone.



STANDARD RESPONSE PROTOCOL®

INTRODUCTION

This document outlines The Standard Response Protocol (SRP) and offers guidance on incorporating this protocol into a school safety plan for critical incident response within individual schools in a school district.

The intent of this document is to provide basic guidance with respect to local conditions and authorities. The only mandate presented is that districts, agencies and departments retain the “Terms of Art, which are actions,” and “Directives” defined by this protocol.

The SRP is not a replacement for any school safety plan or program. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff and first responders.

As a standard, SRP is being adopted by emergency managers, law enforcement, school and district administrators and emergency medical services across the country. Hundreds of agencies have evaluated it and recommended the SRP to thousands of schools across the US and Canada.

New materials and updates can be found online at <https://iloveguys.org/The-Standard-Response-Protocol.html#Intro>

A CRITICAL LOOK

Be prepared to look at existing plans with a critical eye, as often they can be described as a “Directive” of a certain “Term of Art.” For example, conducting a fire drill is practicing a specific type of evacuation and the actions performed are similar in all evacuation scenarios. It makes sense to teach and train broader evacuation techniques while testing or practicing a more specific directive, like evacuating to the parking lot due to a fire.

TIME BARRIERS

Time barriers or measures taken beforehand to ‘harden the structure’ can be an invaluable asset to safety; not only for staff and students, but also visitors to a campus who expect a friendly and secure environment.

Time barriers are best described as a physical barrier that slows down the entry into, or movement through, a facility. Any additional delay allows trained persons to take further protective action and gives first responders more time to arrive.

An example of a time barrier is making the exterior doors of a building automatically lock, and could include installing a film on glass door panels to prevent them from shattering, thereby delaying an intruder’s attempt to break into the premises.

THE POWER OF A LOCKED DOOR

Finally, the most powerful time barrier in an active assailant event is a locked classroom door. The Sandy Hook Advisory Commission Report* says this:

“The testimony and other evidence presented to the Commission reveals that there has never been an event in which an active shooter breached a locked classroom door.”

In Foundation investigations of past school shootings where life was lost behind a locked classroom door, some edge cases were revealed. The perpetrator in the Red Lake, MN incident gained entry into the classroom by breaking through the side panel window next to the

“SRP is not a replacement... it’s an enhancement to your existing safety plans.”

classroom door. In the Platte Canyon hostage incident, the perpetrator was already in the room when Jeffco Regional SWAT explosively breached the classroom door. At Marjory Stoneman

Douglas High School, shots were fired through glass panels in doors, but the perpetrator never entered any locked classrooms.

BEFORE YOU BEGIN

Districts and schools typically have a comprehensive safety program established and executed by a dedicated team of safety or security personnel. That same Safety Team should be responsible for incorporating the SRP into the safety plan. Including staff, students and a counselor or nurse on the Safety Team can greatly increase the buy-in and participation from all campus safety stakeholders.

If it was not done during the development of the existing safety plan it is highly encouraged that, while incorporating the SRP, the safety team establish contact with local emergency services and law enforcement officials as they can help ensure safety plans will not conflict with existing local emergency services protocols.

*FINAL REPORT OF THE SANDY HOOK ADVISORY COMMISSION
Presented to Governor Dannel P. Malloy State of Connecticut
March 6, 2015 - Document page 238 - Appendix A-I.1



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

THE STANDARD RESPONSE PROTOCOL

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

Historically, schools have taken a scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or tabbed binder in a teacher's desk that describes a variety of things that might happen, and the specific response to each event.

SRP IS ACTION BASED

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, each is followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

- **Hold** is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.
- **Secure** is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
- **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
- **Evacuate** may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.
- **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local responders would then be "We are in Lockdown."

ACTIONS

Each response has specific student and staff actions. The Evacuate action might be followed by a location: "Evacuate to the Bus Zone." Actions can be chained. For instance, "Evacuate to Hallway. Shelter for Earthquake. Drop, Cover and Hold."

BENEFITS

The benefits of SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders may assist as parts of the school "Evacuate to a different building," and later "Evacuate to the bus zone."

TACTICAL RESPONSES

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consultation with local law enforcement regarding expectations and actions.

SEQUENCING THE ACTIONS

As you read through the Action Sections, you'll see that the actions can be sequenced as situations change and information is gathered. See page 29 for examples of how this can, and has, been done.



STANDARD RESPONSE PROTOCOL®

CONSIDERATIONS, AND HOW TO BEGIN

This section of the guidance gives references for building and progressing your Emergency Operations Plan. It defines conditions, actions, responsibilities and other aspects of preparing and incorporating The Standard Response Protocol within a school or district safety plan.

EMERGENCY OPERATIONS PLAN

To create or review your EOP, a good resource is the Readiness and Emergency Management for Schools Technical Assistance Center.

Go to rems.ed.gov. Click the Tools button, and in the dropdown menu, choose K12 Emergency Management Virtual Toolkit.

PREREQUISITES: NIMS AND ICS

In order to coordinate the use of the SRP in district plans, it is highly recommended that key individuals within the district and those with a role in district/campus emergency operations, complete the following courses through FEMA.



FEMA

1. IS 100.C: Introduction to the Incident Command System
2. IS-700.B: An Introduction to the National Incident Management System
3. IS 362.A: Multihazard Emergency Planning for Schools

These courses are available online at no cost on the internet at <http://training.fema.gov>. Anticipate one to three hours per course to successfully achieve certification. The courses are offered at no charge. Please note: The "I Love U Guys" Foundation is not affiliated with FEMA.

RESOURCES AND CREATING RELATIONSHIPS

Throughout this book, you'll see suggestions to contact local or regional responders. Whether it's law enforcement, emergency services, the fire department, or your county emergency manager, communication with these local resources is essential.

In most areas, schools are the largest population centers during a school day, so it makes sense to utilize the advice and services those agencies provide. Additionally, some county emergency managers are equipped to assist with your safety planning. Some school districts are able to engage with their regional Department of Homeland Security for training resources.

Take a look around your county and state and see what's available.

If you would like to speak with other schools or districts prior to utilizing the Standard Response Protocol, contact The "I Love U Guys" Foundation at info@iloveuguy.org and we may be able to connect you with a school or district near you that has a similar profile and/or similar challenges.

TALK TO THE FIRE MARSHAL

It's important to discuss classroom security options and modifications with local fire authorities. Some will allow a locked classroom door to be propped open during the school day, while some will not. Variances in local Fire Codes and applications will help determine the options for your schools.

DOORS, LOCKS AND STRESS

A consistent observation by first responders is that human beings have difficulty completing even routine tasks when they are under stress. The otherwise simple task of locking the classroom door may become extremely difficult for a teacher who has just heard a Lockdown order. Elevated adrenaline levels may result in the loss of fine motor skills, which can impede an act as normal as inserting a key to lock a door.

If your classroom doors cannot be locked using gross motor skills from the inside of the classroom, keeping the classroom doors locked during instruction has proven to be a time barrier. While this may create an inconvenience if students are late or need to re-enter the classroom for other reasons, it provides an essential layer of protection against intruders.



STANDARD RESPONSE PROTOCOL®

WHO STARTS?

For obvious reasons, a person in authority at the school or district level would have to approve the use of the SRP. While they may be the authority, however, it's usually a security person or someone from the safety team (Liaison) who actually initiates the process.

If the organization has an MOU with The "I Love U Guys" Foundation that person is the Authorized Liaison, meaning that we communicate directly with them about updates and new materials.

Either way, the Liaison is the person who organizes and schedules internal training, puts up posters, and plans for outward communication. They may engage the district communication person to plan messages to educate parents and the community on the SRP.

MEMORANDA OF UNDERSTANDING

Establishing a Memorandum of Understanding (MOU) and/or Mutual Aid Agreement (MAA) between responding agencies and local resources is critical. It is insufficient to rely on a conversation or handshake between entities who would respond to an incident or provide resources during an emergency.

Written agreements such as MOUs and MAAs are important to emergency operation plans and should be reviewed and updated regularly.

An SRP-focused Sample MOU between a School District and Law Enforcement/Fire/EMS was created in order to guide schools in creating effective MOUs with local first responders. Download it from the SRP section at <https://iloveuguy.org>

TRAINING RESOURCES

SRP Training

While the SRP materials may be downloaded and implemented at no cost, The Foundation can provide on-site or online training for a cost, and has worked with a number of organizations in providing training workshops.

Send training inquiries to training@iloveuguy.org.

Do-It-Yourself Training

The "I Love U Guys" Foundation also provides a number of print, video, and presentation materials which can be downloaded.

It is recommended that a refresher training be conducted for students and staff in schools at least once during the school year using the materials. This can be as easy as showing a 7-minute video. Check <https://iloveuguy.org> frequently for new and updated materials.

WHAT ABOUT PARENTS AND GUARDIANS?

The Foundation provides informational SRP handouts for schools to send home or email to parents. These describe the SRP actions and directives, and also let parents know what they should expect to see and do during and after an incident.

While it's important to make sure parents understand this outward-facing part of your safety plan, finding the best method to deliver the information can be challenging. Here are some ways schools communicate the SRP to parents:

- * Back to school events
- * Email a link to the parent handout from the school website twice a year. That can be accompanied by student lessons on SRP.
- * Flyers at parent teacher conferences
- * A short training on Back to School night
- * School Accountability Committee safety procedure review
- * One district we're aware of publishes a short magazine periodically to send to the parents with school information. They put in a 2-page spread on the SRP, along with articles about what's going on at the school.





MESSAGING

Email, Text, and Auto Dialer

COMMUNICATION

Every school's Emergency Operations Plan (EOP) should contain a section for communicating both internally and externally during a crisis situation.

In any type of incident, clear and well-planned communication is essential. Depending on the type of incident, you might have only minutes to prepare a statement and communicate it to the appropriate people.

Primarily, give the students and staff as much information as possible so they can make informed decisions about their actions. If little is known about the situation, tell them that.

Communication to parents and guardians is critical as well. It's likely that a number of them will show up at the school no matter what's going on, so letting them know what's happening and what to do is a must.

INCIDENT COMMAND

When your Safety Team is creating an EOP, they'll include some level of the Incident Command System (ICS), which is the hierarchy of authority and responsibilities. One role in ICS is the Public Information Officer (PIO) and this role can be used on a daily basis.

Having a Communication Team in your school and/or district is good practice in order to keep lines of communication ongoing for everyday events and activities.

Many school districts have a full-time Communication/PIO supervisor. Within a school, there is usually at least one person who manages the low-level event and activity communication along with their primary job.

High-level event information should be as clear, concise, and complete as possible. Create a policy for protocol and content for each communication channel to maintain consistency.

DIRECT COMMUNICATION

It is safe to assume that most schools/districts communicate regularly with the student families through email.

In an emergency, add alternate methods for communication such as text and phone, which aren't used as frequently. Doing so will alert the recipients that this is more important than daily communication.

Decide which methods of direct communication are the best fit for your community. This is reliant on your community's internet bandwidth, cell phone service and other preferences. Whatever you choose needs to be reliable, fast, and reach a high percentage of the community members.

SOCIAL MEDIA CHANNELS

Most school day disruptions don't require any social media engagement, but if it is beneficial to alert the community of an incident, decide which channels are the best fit for your community. This is reliant on internet bandwidth, cell phone service and other preferences. Whatever you choose needs to be reliable, fast, and reach a high percentage of the community members. Document who on the Communication Team has access to update each channel.

The team should pre-script some basic messages that may be sent out, with blank spaces for details like time and date. Having these pre-approved and available will aid the team later if they're under stress or time constraints.

CONTACTS

After determining the best methods to use, decide who you will need to communicate with in each situation. Certainly staff and parents, but also students depending on the age group. Asking parents to keep their contact information updated is critical. Add responders, dispatchers and media contacts as needed.

TIME

For certain incidents, there are only a few minutes to prepare. If Law Enforcement or Fire is involved, people will hear about an incident quickly. Reaching your stakeholders immediately with any type of message acknowledging the incident is essential. Have some basic message formats pre-approved and ready to use.

CONTENT

Not every situation needs immediate text messages and emails, so it's important to determine what is warranted and when. Less urgent situations—a school cancellation with ample notice, for example—might warrant an email, mass phone message and website update, whereas an unexpected early dismissal requires mass phone calls and text messages to ensure that information is received quickly.

An initial message can be as simple as stating that something has happened, and telling stakeholders where to find updates.

Include only the factual information you have; do not speculate. The recipients of your outgoing messages must be able to trust in the validity of the content.

Any situation that requires emergency communication for an incident will also require a follow-up.

If the school or district has a web page with information about what each SRP Action means and what the directives are, include a link to that page.

Plan on how you will be providing updates if those are needed, and include a link or reference to that site so recipients know where to look.



SAMPLE MESSAGING FOR EACH SRP ACTION

The following sections contain detailed instructions and considerations for each of the Standard Response Protocol Actions.

Each section has sample messaging for that specific Action, and when and how it can be used.

FREQUENCY

Not all Actions will require an immediate communication response. For instance, if you anticipate a Hold or Secure taking no longer than 20 minutes, there's probably no need to alert anyone. If it looks like it will take longer, consider sending something out, since the situation has now become a bigger disruption to the day.

PREPARATION

A tabletop exercise is a start; basically, it's a brainstorming session. Your Communication Team can talk through possible scenarios and formulate messaging accordingly. Think about what immediate information is necessary, how to follow up, and who they will need to speak with/ follow to receive trusted updates.

The team should pre-script some basic messages that may be sent out, with blank spaces for details like time and date. Having these pre-approved and available will aid the team later if they're under stress or time constraints.

TWO MINDS

There are different messaging philosophies regarding how much information is too much information. In some events, a detailed description of the SRP Action and the steps taken by the school in response to the event are warranted. Guidance for this type of communication can be found under "Messaging to Parents" in the Hold, Secure, Lockdown, Evacuate, and Shelter sections.

For other events, a more generic message may provide enough information. The goal of the generic message is to inform the broader community that one of the SRP Actions was implemented but that no further action is required on their part. Think of it as a way to put parents, guardians, and others at ease.

Alternatively, the generic message can be used immediately following the protocol activation if details are unknown. In that case, a statement that "more information will be sent out via *(insert a link to them to click on).*"

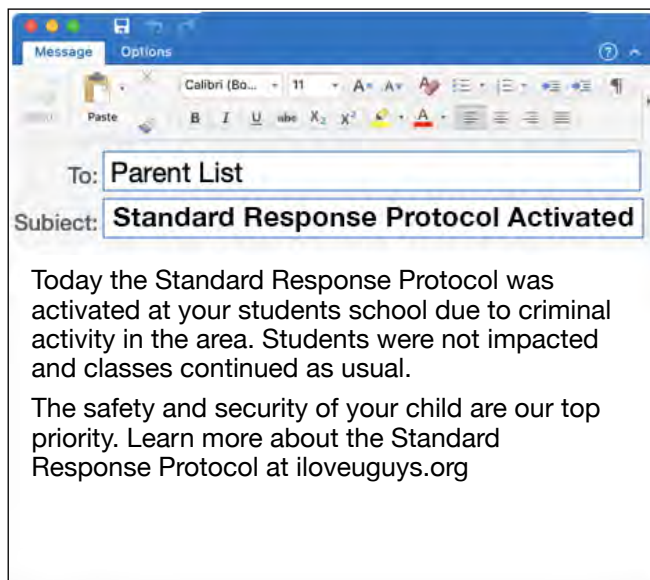
GENERIC STANDARD RESPONSE PROTOCOL MESSAGE TO PARENTS

Subject: Safety Notification - [School Name] Activated a Standard Response Protocol

Dear Parent or Guardian,

Today the Standard Response Protocol was activated at [School Name] due to [state the reason(s) that you used the action(s) of the Standard Response Protocol].

The safety and security of your child are our top priority. Learn more about the Standard Response Protocol at iloveguys.org/The-Standard-Response-Protocol.html





HOLD

In Your Room or Area

HOLD IN YOUR ROOM OR AREA.

There are situations that require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS

The public address for Hold is: "Hold in your room or area. Clear the Halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch, or some other location where they should remain until the Hold is lifted.

"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."

An example of a medical emergency would be:

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

When it's been resolved:

"Students and staff, the Hold is released. All clear."

Thank you for your assistance in making this Hold work smoothly."

PUBLIC ADDRESS - RELEASE

A Hold Action can be released by Public Address.

"The Hold is released. All Clear.
The Hold is released. All Clear."

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

ACTIONS

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless the administration directs otherwise.

It is suggested that prior to closing the classroom door, teachers should sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct classroom activities as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off-campus.

RESPONSIBILITY

Typically an administrator is responsible for initiating a Hold. However, anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION

Student, teacher, and administrator training.

DRILLS

Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that needs attention;
- Unfinished maintenance operation in a common area during class changes.



SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging after a Hold action was used in the school. Usually, it is sent after a Hold is cleared. However if the Hold goes on for an extended period

of time or it is happening close to release time, make sure to let the families know. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are in italic type.

Current Hold during the school day

Email

Subject Line: Safety Notification - Hold Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been placed in Hold due to *[state the reason for the Hold]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to change classes.

The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here *[link to the platform you'll be updating]*

What is a Hold Action? *

Current Hold at the end of the day

Email

Subject Line: Safety Notification - Hold Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] has been placed in Hold due to *[state the reason for the Hold]*.

As a precaution, students and staff are asked to remain in their classrooms in order to keep the hallways empty. Classroom learning will continue throughout the Hold, but students will not be able to leave until the situation is resolved.

Student dismissal may be delayed for a short time. Please be patient.

The safety and security of your child is our top priority. We will continue to monitor the situation and update you further as soon as we have more information.

Watch for updates here *[link to the platform you'll be updating]*

What is a Hold Action? *

Text Message

[School Name] has been placed in Hold as a precaution. This situation may impact student dismissal. Please check your email for more information.

Phone Call

Parents, *[School Name]* has been placed in Hold due to *[state the reason for the Hold]*. As a precaution, we have placed the school in Hold to keep the halls empty. Student dismissal may be delayed for a short time. Please be patient. We will continue to monitor the situation and update you further as soon as we have more information.

Notification that a Hold occurred during the day

Email

Subject Line: Safety Notification - Hold Ended at *[School Name]*

Dear Parent or Guardian,

[School Name] was placed in Hold from *[start time]* to *[end time]* due to *[state the reason for the Hold]*.

As a precaution, students and staff were asked to remain in their classrooms in order to keep the hallways empty. Classroom learning continued throughout the Hold, and all school operations have returned to normal.

The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.

What is a Hold Action? *

* The Hold Action is used when the hallways in the school need to remain clear. Classroom learning will still take place as normal during a Hold, but students may not be able to change classes until after the Hold has been lifted.

Link to either your website or [iloveguys.org/The-Standard-Response-Protocol.html](https://www.iloveguys.org/The-Standard-Response-Protocol.html) for them to learn more.



SECURE

Get inside Lock Outside Doors

SECURE GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors."

"Students and staff, the school is currently in the Secure Action due to [cause] in the neighborhood. No one is allowed in or out of the building at this time. Stay inside and continue with your day."

PUBLIC ADDRESS - RELEASE

A Secure Action can be released by Public Address.

"The Secure is released. All Clear.
The Secure is released. All Clear."

"Students and staff, the Secure is released. All clear.
Thank you for your assistance with making this Secure work smoothly."

ACTIONS

The Secure Action demands bringing people into a secure building and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period, it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

ADDING A LIFECYCLE TO THE SECURE PROTOCOL

As a situation evolves there may be more information available to guide decision making. With the Secure Protocol, there is the option to transition from the initial response of "No one in or out" to some access control.

NO ONE IN OR OUT

The initial directive and practice during the Secure Action is to retain students and staff within the building and prevent entry into the building.

CONTROLLED RELEASE

An unresolved, but not directly evident, situation at the end of the school day may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area should occur. There may be additional law enforcement presence.

MONITORED ENTRY

When there is a perceived threat but it's not immediate, entrances may be attended by security or law enforcement and anyone entering the building is more closely monitored. Students and staff walking between buildings or going to the parking lot might be escorted with heightened awareness.

SCHOOL IS SECURED
MONITORED ENTRY AND CONTROLLED RELEASE



ESCUELA BAJO PROTECCIÓN
ENTRADA VIGILADA Y SALIDA CONTROLADA

© Copyright 2009-2020. All Rights Reserved. The "I Love U Guys" Foundation. Corridor, CO. The Standard Response Protocol and Logo are trademarks of The "I Love U Guys" Foundation and may be registered in certain jurisdictions. This material may be duplicated for distribution per "SRP" Terms of Use. SRP-K12 Secure Monitored Door Poster, SRP-SP V 3.0.5 | Revised: 04/31/2020

 **SRP K12 2021**
STANDARD
RESPONSE PROTOCOL

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

During a Secure Action, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty."

A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Assign someone to attach the Secure posters out-facing to building entry doors, alerting potential visitors of the Secure condition.

REPORTED BY

Secure is typically reported by local emergency dispatch to the school office. The office staff then invokes the public address and informs the administration.

It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

PREPARATION

Identification of perimeter access points that must be locked in a Secure Action defines the Perimeter. In the event a perimeter cannot be secured, identify areas within each building that can be secured.

Secure Zones - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

DRILLS

Secure drills should be performed at least twice a year, or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Secure Action. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives.

If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.

If during a Secure Action, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.

**SCHOOL IS SECURED
NO ONE IN OR OUT**



**ESCUELA BAJO PROTECCIÓN
NADIE PUEDE ENTRAR**

© Copyright 2009-2020. All Rights Reserved. The "I Love U Guys" Foundation, Denver, CO. The Standard Response Protocol and Logo are trademarks of The "I Love U Guys" Foundation and may be registered in certain jurisdictions. This material may be duplicated for distribution per "SRP" Terms of Use". SRP-K12 Secure Door Poster_BN-SP1 V 3.0 | Revised: 04/31/2020



EXAMPLES OF SECURE CONDITIONS

The following are some examples of when a school or emergency dispatch might call for a Secure Action.

- An unknown or unauthorized person on the grounds
- Dangerous animal on or near the grounds
- Criminal activity in the area
- Planned police activity in the neighborhood

SECURE AND HOLD

Sometimes people become confused about the difference between "Secure" and "Hold." During a Hold, the halls are cleared, students remain in their classrooms with their teachers and business continues as usual. If people are outside, they remain outside. During a Secure, people are brought inside, and all activities inside the school continue as usual but no one will move in or out of the building. The main difference is that during a Secure the halls are open and may be utilized by students and staff as needed. People inside the school may not notice any difference in their daily routines during a Secure.

Remember, the main difference between the two is that a Secure is enacted when a threat or hazard is outside of the school. A Hold is used when there is a need for the halls to remain empty, meaning the issue is inside the building. During both instances, classroom instruction should continue as normal.



SECURE

Get inside Lock Outside Doors



SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Secure Action is used in the school. Have a central digital platform that your public information team can easily update, and people can go to for information.

State in the message if the situation allows for Monitored Entry and Controlled Release. Variables are in italic type.

Current Secure Action during the school day

Email

Subject Line: Safety Notification - Secure Currently Activated at [School Name]

Dear Parent or Guardian,

[School Name] has been notified of [state the activity occurring outside of the building]. As a precaution, we have placed the school in Secure. During the Secure Action, all doors are locked and no one can leave or enter the building. [Modify for monitored entry and controlled release]

Watch for updates here [link to the platform you'll be updating]

What is the Secure Action? *

Current Secure Action at the end of the day

Email

Subject Line: Safety Notification - Secure Currently Activated at [School Name]

Dear Parent or Guardian,

[School Name] has been notified of [state the activity occurring outside of the building]. As a precaution, we have placed the school in Secure. During Secure, all doors are locked and no one can leave or enter the building. [Modify for monitored entry and controlled release]

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Watch for updates here [link to the platform you'll be updating]

What is the Secure Action? *

Text Message

[School Name] is currently in Secure as a precaution. This situation has the potential to affect student dismissal. Please check your email for more information.

Phone Call

Parents, [School Name] has been notified of [state the activity occurring outside of the building]. As a precaution, we have placed the school in Secure.

Students may not be able to leave until the situation is resolved, and dismissal may be delayed for a short time. Please be patient.

Please check your email for more information.

Notification that school was in Secure Action

Email

Subject Line: Safety Notification - Secure Ended at [School Name]

Dear Parent or Guardian,

Today [School Name] was notified of [state the activity occurring outside of the building]. As a precaution, we placed the school in Secure. The Secure status lasted [state the length of time in Secure]. All school operations have now returned to normal.

What is the Secure Action? *

* The Secure Action is called when there is a threat or hazard outside of the school building. Secure uses the security of the physical facility to act as protection. During Secure, all students and staff are brought into the secure building and all exterior doors are locked. Classes are able to continue uninterrupted inside the building.

Link to either your website or iloveguys.org/The-Standard-Response-Protocol.html for them to learn more.



LOCKDOWN

Locks, Lights, Out of Sight

LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!
Lockdown! Locks, Lights, Out of Sight!"

ACTIONS

The Lockdown Action demands locking individual classroom doors, offices and other securable areas, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock and unlock doors remotely.

Training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking the door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of interior windows. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.

DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

A drill should always be announced as a drill.

For more information, see the "SRP Lockdown Drill" section of this book.



LOCKDOWN

Locks, Lights, Out of Sight

CONTINGENCIES

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with a door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If during a Lockdown an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within a school building
- Intruder
- An angry or violent parent or student
- Report of a weapon
- Active assailant

THE DURATION OF A LOCKDOWN

A question that occasionally arises is “How long does it take to release a Lockdown?” The answer is, “That depends, but probably longer than you want to hear.”

The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an intruder that there are potential targets in that room.

CELL PHONES DURING A LOCKDOWN

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text or call their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at a time, a teacher may ask students to text their parents with a message like this: “We’re in Lockdown. I’m okay and I’ll update you every 5 minutes.” Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, “Pick me up at Lincoln Elementary in one hour. Bring your ID,” might be recommended for student-parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services in order to free up bandwidth for first responders, while still allowing SMS text messaging.

EVACUATION

If an actual violent incident occurred, expect that the building will be evacuated by Law Enforcement since it has become a crime scene.



LOCKDOWN

Locks, Lights, Out of Sight



SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Lockdown Action is used in the school. Because a Lockdown is stressful for everyone, plan to send multiple messages. Have a central digital platform that your public information team can easily update, and people can go to for information.

If a Lockdown will be followed by an off-site evacuation, get that information out as quickly as possible. Include the information here, or in a separate communication thread.

Current Lockdown

Email

Subject Line: Safety Notification - Lockdown Currently Activated at *[School Name]*

Dear Parent or Guardian,

[School Name] is currently in Lockdown due to *[state the facts you know about the situation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

Watch for updates here *[link to the platform you'll be updating]*

What is a Lockdown?*

Text Message:

[School Name] is currently in Lockdown. Check your email or voicemail for more information. Please stay where you are and remain available at this time. Look here *[link to social media page/site]* for updates.

Phone Call

Parents, *[School Name]* is currently in Lockdown due to *[state the facts you know about the situation]*. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. Check our *[social media page/site]* for ongoing updates.

Lifted Lockdown

Email

Subject Line: Safety Notification - Lockdown Ended at *[School Name]*

Dear Parent or Guardian,

[School Name] was placed in Lockdown from *[start time of Lockdown]* to *[end time of Lockdown]* due to *[state the incident that occurred]*.

Thank you for your patience while we worked with first responders to respond to the situation.

The safety and security of your child is our top priority.

What is a Lockdown? *

Text Message

The Lockdown at *[School Name]* has been lifted. Please check your email or voicemail for more information.

Phone Call

Parents, the Lockdown at *[School Name]* has been lifted. The school was in Lockdown from *[state Lockdown start time]* to *[state Lockdown end time]* due to *[state the incident that occurred]*. Thank you for your patience while we worked with first responders to respond to the situation.

* Lockdown is called when there is a threat or hazard inside the school building. The Lockdown Action demands locking interior doors, moving occupants out of the line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence. If students are unable to get behind a locked door, they are trained to self-evacuate. If your child contacts you to let you know that they safely self-evacuated, please contact the district at *[District Phone Number or Safety Hotline]* to notify us your child is safe.

[Link to either your website or *iloveguys.org/The-Standard-Response-Protocol.html* for them to learn more.](#)



EVACUATE

A Location may also be provided

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another for safety reasons.

An on-site evacuation is conducted usually because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.

An offsite evacuation may be necessary when it's no longer safe to stay in the building such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.

If there has been a violent event at the school, an off-site evacuation will almost always be necessary since the school will be deemed a crime scene. People may or may not be able to bring their personal items with them.

REUNIFICATION AFTER AN EVACUATION

When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the location and there will be an organized reunification of students and parents/guardians at that site.

For in-depth information about conducting a Reunification, please refer to The Standard Reunification Method: <https://iloveguys.org/The-Standard-Reunification-Method.html>

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.
Evacuate! To a location."

ACTIONS

The Evacuate Action demands students and staff move in an orderly fashion to a safe area.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an Evacuation. The directives or actions may vary for fire, bomb threat, or other emergencies. Other directions may be invoked during an evacuation, and students and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally, plan to have an offsite evacuation facility that's within walking distance and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. A sample MOU for this can be downloaded from iloveguys.org/The-Standard-Response-Protocol.html

An Evacuation plan must include having all supplies that people with disabilities may need such as medications, supplementary mobility devices and accessible routes for mobility-impaired people.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take roll after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points to help manage crowds.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. An Evacuation drill is very similar to a fire drill. Fire drills are often required regularly and constitute a valid Evacuation drill.

Drills are also a good opportunity to talk about and practice alternate exit routes to use in case a certain area is not safe to walk through.

CONTINGENCIES

Students are trained that if they are separated from their class during an Evacuation, then joining another group is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up the Red card if they are missing students, have extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials section for examples.



SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when an Evacuation is necessary. Evacuations can be stressful because they are disruptive, whether they're on-site or off-site, so plan to send multiple messages. Have a central digital platform that your public information team can easily update, and people can go to for information.

Variables in the message are in italic type.

Evacuation with a return to school anticipated

Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

[School Name] was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

The *[state the reason for evacuation]* is expected to be resolved with students returning to class. Dismissal will be at the regular time today. Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? *

Text Message

[School Name] has been Evacuated due to *[state reason for evacuation]*. Please check your email and voicemail for details and information.

Phone Call

Parents, *[School Name]* has been Evacuated due to *[state reason for evacuation]*. Please check your email for details and information.

Evacuation with early dismissal planned

Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

[School Name] was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*. Because of *[reason]*, there will be an early dismissal at *[state the time]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders. Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? *

Text Message

[School Name] has been Evacuated due to *[state reason for evacuation]* and students will be dismissed early at *[state the time]*. Please check your email and voicemail for details.

Phone Call

Parents, *[School Name]* has been Evacuated due to *[state reason for evacuation]* and students will be dismissed early at *[state the time]*. Please check your email for details and information.

Evacuation to an off-site location

Email

Subject Line: Safety Notification - *[School Name]* Has Been Evacuated

Dear Parent or Guardian,

[School Name] was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*.

The safety and security of your child is our top priority. We are actively responding to the situation and collaborating with emergency responders.

At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed.

You will receive communications as soon as we have additional details and information on when and where to pick your child up. Please bring your ID and your patience when you are picking up your child.

Watch for updates here *[link to the platform you'll be updating]*

What is the Evacuate Action? *

Text Message

[School Name] has been Evacuated due to *[state reason for evacuation]* which renders the building unsafe at this time. Students can be picked up at *[alternate location]* after *[time]*. Please check your email and voicemail for details. Please bring your ID and your patience when you are picking up your child.

Phone Call

Parents, *[School Name]* was Evacuated at *[state evacuation time]* due to *[state reason for evacuation]*. At this time, we ask that parents stay where they are and remain available to receive updates and instructions as needed. We will update you with further communications as soon as we have additional details and information on when and where to pick your child up. Please check your email for details and information.

* Evacuate is called when there is a need to move people from one location to another. During an evacuation, students and staff are asked to move from one location to another in an orderly fashion.

[Link to either your website or *iloveguys.org/The-Standard-Response-Protocol.html* for them to learn more.](#)



POLICE LED

Evacuation after a Lockdown

POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding. Students and staff may also be searched both in the classroom and again after exiting the building.

EMOTIONAL RESPONSIBILITY

There is a conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing concern, and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

PREPARATION

Student, teacher, and administrator training.

In the event of a police led evacuation, policies should be in place on how to give key access to law enforcement officers evacuating all rooms in the school building.

MEDIA MESSAGING

To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation and Reunification site where the (School District) was able to initiate the Reunification process."

DISPATCH MESSAGING

To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (time stamp)"

LAW ENFORCEMENT MESSAGING

To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of a gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.

LAW ENFORCEMENT GUIDANCE

Once the threat has been neutralized, it is recommended that first responders re-group and slowly move to the evacuation phase. Identify the location of the evacuation area or bus staging area prior to releasing classrooms. Take this time to discuss emotional responsibility when releasing classrooms. Begin releasing people from classrooms and offices to the designated area.

Law enforcement officers may also be needed to assist with directing traffic and ensuring the evacuation process is being done safely.

CONTINGENCIES

In an off-site evacuation to a reunification site, Incident Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

TRANSPORTATION

During a police led evacuation, transportation is going to be initiated. Have a policy in place for your transportation department or contracted transportation company so they are ready to respond in a timely manner with enough buses.



SHELTER

State the Hazard and Safety Strategy

SHELTER STATE THE HAZARD AND SAFETY STRATEGY

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornadoes, earthquakes, hazardous materials situations or other local threats.

PUBLIC ADDRESS

The public address for Shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.
Shelter! For a hazard. Using safety strategy."

For a tornado, an example would be:

"Shelter for a tornado. Go to the tornado shelter.
Shelter for a tornado. Go to the tornado shelter."

After the danger has passed:

"Students and staff, the Shelter is released. All clear."

Thank you for your assistance and patience during the Shelter."

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE

- Evacuate to Shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility Shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for an understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the Shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to Shelter, or what protective actions should be used in the response.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization (<https://iloveguys.org/The-Standard-Response-Protocol.html>).



SHELTER

State the Hazard and Safety Strategy



SAMPLE OUTWARD MESSAGING TO PARENTS

This is a guide for outward messaging when a Shelter Action is necessary. In a weather event, which is a commonly the reason this is used, it's likely that families are also sheltering. They will want to know their children are in a safe situation. Have a central digital platform that your public information team can easily update, and people can go to for information.

Shelter (Current)

Email

Subject Line: Safety Notification - Shelter Currently Activated at [School Name]

Dear Parent or Guardian,

[School Name] is currently Sheltering due to [state reason for Shelter].

The safety and security of your child is our top priority. We are actively monitoring the situation.

Watch for updates here [link to the platform you'll be updating]

What is Shelter? *

Text Message

[School Name] is currently Sheltering due to [state reason for Shelter]. Please check your email and voicemail for more information.

Phone Call

Parents, [School Name] is currently Sheltering due to [state reason for Shelter]. The safety and security of your child is our top priority. Please check your email for more information. We are actively monitoring the situation and will send updates as necessary.

Shelter (Past)

Email

Subject Line: Safety Notification - Shelter Ended at [School Name]

Dear Parent or Guardian,

[School Name] used the Shelter Action from [start time of Shelter] to [end time of Shelter] due to [state reason for Shelter]. All school operations have now returned to normal.

The safety and security of your child is our top priority. We will continue to keep you informed about important concerns at our school.

Watch for updates here [link to the platform you'll be updating]

What is Shelter? *

Shelter is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

Link to either your website or iloveguys.org/The-Standard-Response-Protocol.html for them to learn more. protocol at iloveguys.org/The-Standard-Response-Protocol.html

Text Message

The Shelter at [School Name] has been lifted. All school operations have now returned to normal.

Please check your email and voicemail for more information.

Phone Call

[School Name] used the Shelter Action from [start time of Shelter] to [end time of Shelter] due to [state reason for Shelter]. All school operations have now returned to normal.

* Shelter is called when specific protective actions are needed based on a threat or hazard. Sheltering requires that all students and staff follow response directives based on the threat or hazard.

Link to either your website or iloveguys.org/The-Standard-Response-Protocol.html for them to learn more.

SEQUENCING

The Actions



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

The five actions of the Standard Response Protocol can work together as situations evolve and information is gathered. Here are some examples of how this can, and has, been done.

HOLD ESCALATES TO LOCKDOWN

The school receives a vague or anonymous report, through social media, of a student carrying a weapon. There is neither an immediate confirmation of it nor a substantiated threat. School personnel needs time to locate the student and send security/SRO to locate and confront the student in a very low-key way. They initiate the Hold Action during the search. Additional information and evidence may lead to a Lockdown because an imminent threat is detected.

LOCKDOWN MISTAKE SHIFTS TO SECURE

The Police Department received reports from passers-by of a person with a rifle on the bike path adjacent to an elementary school. They called the school directly and directed them to put the school in Lockdown, which was incorrect but this can happen when there are many unknown factors. Officers and District Security Teams were on the scene within 2-5 minutes and a suspect was taken into custody within that time. Personnel on-site were able to quickly confirm the building wasn't breached.

The Lockdown was shifted to a Secure Action, with each classroom being released by school and security personnel. Releasing each classroom instead of using a public address is to retain continuity for releasing any Lockdown.

SECURE ESCALATES TO LOCKDOWN

Recently there was a shooting in a park adjacent to a high school. The school was immediately placed in Secure, however, several victims and witness students ran back inside before the doors could be secured. In this case, it was unknown exactly who entered the building. The Secure Action shifted to Lockdown as a precaution while officers searched the building. It was determined to be safe within about 30 minutes, but the Lockdown was not immediately lifted. Moving to Hold at that point may have been a better choice in order to manage the situation and maintain tactical control of the building while allowing some monitored movement inside.

HOLD TO EVACUATE

Utilize a Hold Action for a brief time during an unexpected fire alarm that is not accompanied by immediate signs of smoke or fire. This allows safety/security teams to scan for actual signs of fire, or other ambush type threats before Evacuating the building. An Evacuation would still occur per fire department requirements, but the tactical pause to gather information before evacuating allows for more situational awareness.



ENVIRONMENT

Dictates the Tactics

WHERE YOU ARE DICTATES WHAT YOU DO

The SRP was designed as an all-hazards model for incident response. The protocol is easily modifiable for any location or environment. It is not necessary to list every possible scenario that may occur, as the protocol provides universal response actions. A school's action in response to a fire is an evacuation. To prepare for this evacuation drills are practiced, not fire drills. This is the same response that would occur due to a gas leak, or long-term power outage in winter conditions. By preparing for and practicing evacuation drills the school is prepared for any eventuality that may require the staff and students to leave the school location.

Your specific environment will dictate what additional plans or resources you may need. For example, a school in Alaska must think about warming locations for winter evacuations while a school in Arizona will need to think about cooling areas for a summer evacuation.

GLASS. LOTS OF GLASS

Glass is always one of the weakest points of building security. As more and more schools are built with the open concept, we are seeing walls of glass throughout buildings. While beneficial for increased light and a sense of openness, they provide little protection. If your school has interior glass walls or large interior windows we recommend you plan to purchase window film and some sort of shade system. The film will increase the strength of the glass and the shades will offer concealment.

Similar steps should be taken on the perimeter of buildings. Main entrances traditionally have large glass doors. Film is appropriate here as well. Be sure to inspect your school and note areas of potential weakness and address them appropriately.

DISTRIBUTED CAMPUS

Some school locations have a distributed campus with multiple buildings spread out over the property, similar to a college environment. The layout of a distributed campus brings unique challenges for school and district staff. Your jurisdictions will need to develop specific policies for each action. Additionally, it will be crucial for staff to be expertly trained on the process so they can use their judgment when needed. Nearly every action will have variations that may be necessary for a distributed environment.

Both Hold and Secure can be applied to the entire school property or only to specific buildings as appropriate. Whoever enacts the protocols will need to provide enough details for proper decisions to be made. If exact details are unknown then it is best to treat each building as an individual school and place the entire property into the protocol until more information is known.

During the Secure Action, there is some type of threat outside the school building. The action is for everyone to move inside, lock outside doors, and continue the day as usual. In a distributed campus more information about the threat is going to be needed.

If the threat is on school property, such as a dangerous animal roaming the grounds, then each building should go into Secure with students remaining where they are.

If the threat is off the property and a perimeter can be established then it may be appropriate for movement between buildings to occur but no one on or off the school property. An alternative approach could be to have security or law enforcement escort students and staff between buildings. The exact situation and your school's specific layout will determine your actions.

If the exact location of the threat is unknown, then it is better to err on the side of caution and keep everyone within their respective buildings.

A Hold will need to be handled similarly. If the reason for a Hold only affects a single building then it may be appropriate for only that building to go into the Hold protocol. However, you will need to make sure no students or staff are leaving other buildings and entering the Hold area.

TEMPORARY OR MODULAR BUILDINGS OR CLASSROOMS

Additional policy will be needed if your school has temporary or modular buildings. One option is to treat them in the same way as a distributed campus. Alternatively, if it is appropriate, and depending on the size of the school, students and staff from these areas can be brought into the main building.



MATERIALS

And a Note for your Printer

NOTE TO PRINTERS

All materials are available to download from <https://iloveguys.org/The-Standard-Response-Protocol.html>

This material may be duplicated for distribution per “SRP Terms of Use,” which reads as follows:

Terms of Use: District/school is responsible for physical material production of any online resources provided by The Foundation. The District/school is not required to utilize printing services provided by The Foundation for production of support materials.

What this means: You may have print these yourself or send them to a printer.

Terms of Use: School District agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.

What this means: The school, district, agency or organization may place their logo and/or name on printed material to personalize it. They may not substantively change the wording or actions, except as it applies to hazards specific to their region.

PRINTING THE BOOKS

Books have been laid out with a 5 pica (.83”) interior margin and a 4 pica (.67”) exterior margin to facilitate duplex printing of the materials. Books can be finished using common bindery methods: perfect bind, comb bind, spiral bind, saddle stitch, or punch for a 3-ring binder.

SRP CLASSROOM POSTER

This K12 SRP overview wall poster was created to be printed and placed on walls in order to remind everyone of the different SRP actions and allow teachers to start

the conversation about SRP with their students.

Placing posters is an essential step in the full implementation of the SRP. The poster should be displayed in every classroom, near building entries, and at the entrances to the cafeteria, auditorium and gym. The Shelter hazards and safety strategies can be modified for local conditions.

The poster is available in letter size (8.5 x 11”) and tabloid size (11 x 17”), in English and Spanish.

PUBLIC ADDRESS PROTOCOL POSTER

The Public Address Protocol Poster can be placed near all reasonable public address locations. This is a sample. Your district, department or agency should customize this poster for regional hazards. It is available to download in Microsoft Word format. The public address is repeated twice each time the public address is performed.

Hold! In your room or area. Clear the halls.

Secure! Get Inside. Lock outside doors.

Lockdown! Locks, Lights, Out of Sight.

Evacuate! To a Location.

Shelter! State the Hazard and Safety Strategy.

INFORMATION FOR PARENTS AND GUARDIANS

Clear communication to parents and guardians about the SRP is essential so they understand the actions your school will be using. By being as clear as possible, you can reduce the amount of stress they might experience

for even the small disruptions in a school day.

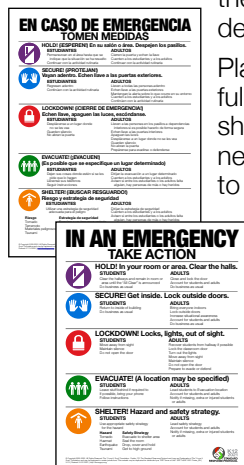
They need to understand their roles in any incident. The letter-size handout is in PDF format and can be emailed or printed to hand out. It describes what is expected of people in the school, and outlines the roles of the parents and guardians during Secure and Lockdown events.



Schools should outline the methods with which they will be communicating with parents and guardians about any drill or actual incident. It is imperative that parents and guardians keep their contact information up to date with the school and district.

Additionally, there is a web page for parents to go to for detailed information and conversations. Your school or district is welcome to post this on your website for easy access.

The Parent Handout is available in accessible PDF formats in English and Spanish.





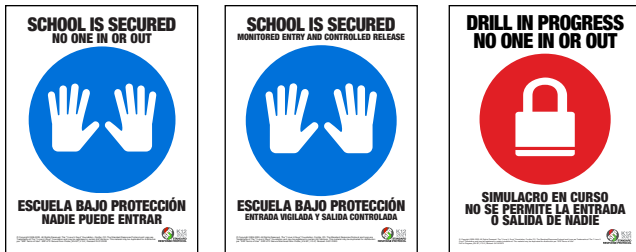
MATERIALS

And a Note for your Printer

STATUS POSTERS

Letter-size posters for use to communicate the status of the school during drills or incidents.

These include posters for two levels of Secure conditions, and a Lockdown Drill Poster.



VIDEO TRAINING

There are some videos you can download from <http://iloveguys.org>, or YouTube, to use for training purposes.

The Standard Response Protocol (SRP) for Students (7:26)

This is a teenage student speaking with a School Resource Officer about the actions of the SRP. It's appropriate for students in middle school and older.

Lockdown Drill with Standard Response Protocol (3:35)

This was recorded during a High School Lockdown drill. It includes interviews with students, and is appropriate for all ages of students.

For the Little Ones

There are links on the website to training modules that were created for younger students by school districts. We link to those with permission by the creators.

ID CARDS

Art for printing onto identification cards is available for slotted and unslotted cards in the standard size of 3.375" x 2.125".

POCKET GUIDE

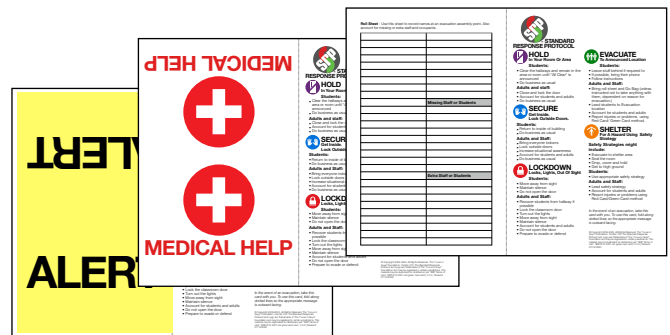
This is a quick guide to the five actions. It folds to the size of a business card to fit in wallets, pockets, and ID cardholders. It prints on two sides of letter-size paper and there are three to a page.

RED CARD/GREEN CARD

This is for use in an Evacuation Assembly to do a quick assessment of the status of all groups. It is not for classroom use during a Lockdown or Lockdown Drill.

There are three different types for different situations, so choose to use the one that's best for your environment.

After arriving at an Evacuation Assembly and taking roll, the Red/Green Cards are used for administration or first responders to quickly and visually identify the status of the teachers' classes after an evacuation.



Green Card (OK) - All students accounted for, No immediate help is necessary

Red Card (Help) - Extra or missing students, or vital information must be exchanged

Red/GREEN/Med Card

Red and White Cross (Medical Help) - Immediate medical attention is needed

Red/GREEN/Roll Card

This includes a roll sheet for users to record who is in their group.

Red/GREEN/Alert Card

The Alert card is used to indicate there is a problem in your group and you need assistance.



DRILLS

vs. Functional & Full-Scale Exercises

Here are some definitions and descriptions of drills and exercises. This is a compilation from various sources and includes the important points from each one. It includes information gained by experience with actual drills and exercises in schools and districts.

DRILLS VS. EXERCISES

Media coverage exploring issues with lockdown drills potentially causing trauma has resulted in the need for clarification. Much of the coverage attributed the word “Drill” to what was actually a “Drill Game or Functional Exercise.”

School lockdown drills are not synonymous with functional exercises. Nor are they understood and practiced properly. According to FEMA (see Appendix A), exercises help build preparedness by allowing organizations to test and validate plans, determine strengths, and identify areas for improvement.

SCENARIO, OR NO SCENARIO

It is important to note that any type of exercise can be conducted with or without a scenario. The I Love U Guys Foundation recommends an all-hazards approach to exercise design and development, where the main goal is to practice or test a specific capability. For example, a functional exercise could be designed to practice inter-agency coordination in response to a large-scale power outage. The reason for the outage does not matter. At times a scenario can enhance the realism of an exercise but it is not needed.

The I Love U Guys Foundation uses this approach during reunification exercises and it is also recommended for Evacuation, Lockdown, Secure, and Hold drills.

DRILL

The primary objective of a drill is for participants to build muscle memory, and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate procedures, clarify roles and identify operational process gaps.

Drills are for staff and students, and are educational opportunities to practice life safety skills. For example, an evacuation drill is conducted at schools worldwide regularly. A fire alarm goes off, students line up and head outside. There is no trauma in these events because there is no simulation of a threat or hazard. Schools do not light fires in the hallways to simulate an evacuation due to fire.

Lockdown drills are similar. There is no simulated violence needed to conduct them. The only information needed is for the protocol to be enacted, “Lockdown, locks, lights, out of sight,” and then students and staff perform the proper functions.

EXERCISE - TWO CATEGORIES

There are several types of exercises, which are divided into two categories. The categories are discussion-based exercises and operations-based exercises.

Discussion-based exercises are designed to introduce concepts to organizations. They allow individuals to become familiar with policies and procedures. Seminars, workshops, tabletops, and games are types of discussion-based exercises. Some of those will include talking about scenarios and regional hazards, and what sort of response might be required for those specific issues.

Operations-based exercises involve actual response actions and are used to practice or validate plans and policies. The learning objective is to test response, capacity, and resources across the system. Students are rarely asked to engage with these. An exercise can include a description or enactment of an incident, but doesn't have to.

Exercises are broader in scope than drills, and are designed to encourage people to think on their toes, work together, and apply lessons learned from drills.

Invite people from your community to participate as volunteers in an exercise, or to observe it. You will probably be introducing scenarios they have thought about, and this level of engagement can be useful.

In a Functional Exercise, participants perform their duties in a simulated environment. Functional exercises typically focus on specific team members and/or procedures and are often used to identify process gaps associated with multi-agency coordination, command and control.

The “I Love U Guys” Foundation's reunification exercises (Rex) are an example of a functional exercise. During these, participants test and practice the capabilities of the reunification team to properly reunite students with the appropriate parent or guardian. The exercise starts with notification that students were evacuated from the school and are already at the reunification site.

A Full-Scale exercise is similar in execution to a Functional exercise and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real incident. From a duration standpoint, full-scale exercises often take place over the course of an entire business day.



SRP

Lockdown Drill

SRP EVOLUTION

In developing the Standard Response Protocol, The “I Love U Guys” Foundation took the following approach:

- * Identify the hazard;
- * Develop response;
- * Train;
- * Practice;
- * Drill;
- * Exercise.

PROBLEM IDENTIFICATION

The first priority of the SRP was to introduce common, plain language responses to various events. An assessment of various school responses in 2009 revealed there was no common language between students, staff, parents, media, and first responders. The core areas examined were:

- * Something happening outside the school;
- * Something is happening inside of the school;
- * How to get out of the school;
- * Natural or man-made hazards;
- * Keeping the halls clear.

DEVELOP RESPONSE

Given those conditions, the Standard Response Protocol was developed, piloted and released.

TRAIN

The next step in the process is providing training to students and staff on each of the response protocols, which can be done with the downloadable materials.

PRACTICE

Once training has been delivered, practice is recommended prior to any drill. This may initially involve a discussion between staff and students to:

- Find various exit routes in advance of an Evacuation drill;
- Discuss ways to protect oneself from various weather hazards prior to a Shelter drill;
- Identify Safe Zones within a classroom and practice moving students to those zones prior to a Lockdown drill;
- Talk about situations that may require a Secure or Hold action.

COMMUNICATING ABOUT DRILLS

Prior to conducting any drills, schools are advised to send concise communication to parents and guardians about the nature and objectives of, and reason for, the drill. This can be done with an email or letter or both. It is not necessary to state the exact day or time of certain drills.

If parents feel their student(s) will be upset by certain drills, invite them to attend, or give them a chance to opt their family out of the drill. If possible, arrange to have an opt-out student stay on school grounds, but not participate, in order to minimize disruption to the school day.

LOCKDOWN DRILL GUIDANCE

A critical aspect in implementing the SRP with fidelity is the Lockdown Drill. Successful drills provide participants with the “muscle memory” should an actual Lockdown occur. Drills also reveal deficiencies that may exist in either procedures, training or personnel.

Understand that a Lockdown drill is for practicing an action, not an event. An actual Lockdown can occur due to a variety of threatening situations which may present an immediate and ongoing danger to the safety of students, staff and visitors within a building.

PREPARATION

Prior to drilling, students, staff and administration should review the SRP Training Presentation, which is available on <https://iloveguys.org/The-Standard-Response-Protocol.html>. Administration should also verify with law enforcement their use of the SRP in the school or district.

Teachers should take time with students to identify and occupy a “Safe Zone” in the classroom where they cannot be seen through any corridor windows. If visibility in a classroom is problematic, window coverings or alternative locations should be identified. Speak with local law enforcement about their preference for using window coverings.

Additionally, the following instructions should be delivered to students.

- Locate yourself at a point in the classroom where you can no longer see out the corridor window.
- Maintain silence. No cell phone calls.
- Discuss the cell phone policy based on Lockdown guidance on page 22.

PARTNERSHIPS

School-level drills should have district support. There may also be district resources available to assist in conducting the drill. Another key partnership is with local law enforcement. Local patrol, community resource officers or school resource officers should be part of the drill process.

THE EMERGENCY RESPONSE TEAM

Some schools have a pre-identified Building/School Emergency Response Team. These teams are effective for responding to any type of incident.

It is a noted best practice for administration to survey the staff population for prior emergency response, military or law enforcement experience and specialized training and skills for use in district emergency operations.

THE LOCKDOWN DRILL TEAM

During an actual Lockdown, members of the Emergency Response Team may be in classrooms or administrative offices in Lockdown mode and unable to assist with the response.

The Lockdown Drill Team should not include personnel that have specific roles during an actual emergency within that school. Instead, the team might include a school nurse or medical professional, district safety representatives, law enforcement, and those administrators from another school.

STAFF NOTIFICATION

When Lockdown drills are first being introduced to a school, it is absolutely okay to tell staff in advance of the drill. There may be staff members adversely affected by surprise drills.

SPECIAL NEEDS CONSIDERATIONS

It is critical to identify any specific issues that may cause challenges for students with special needs or disabilities and incorporate appropriate actions for notification prior to drills. It is not recommended that additional assistance be provided in special needs areas for drills, UNLESS this assistance is part of the plan and those resources will be assigned in an actual emergency.

THE PRE-DRILL BRIEFING

Prior to the Lockdown drill, a short planning meeting with the Lockdown Drill Team should occur. The agenda is simple:

- Review the floor plan and team member assignments;
- Expected drill duration;
- The door knock and classroom conversation;
- Potential student or staff distress;
- Ensure law enforcement has access to keys to unlock all doors.

ANNOUNCING THE LOCKDOWN DRILL

When using public address to announce a Lockdown drill, repeat, "Lockdown. Locks, Lights, Out of Sight. This is a drill." It's important to tell students and staff that it's a drill. Failure to do so will most likely result in parents, media and maybe even law enforcement coming to the school.

"Lockdown. Locks, Lights, Out of Sight. This is a drill.

Lockdown. Locks, Lights, Out of Sight. This is a drill."

Alternately, consider announcing the drill prior to saying which type of drill it is. This technique will prevent an immediate reaction to the word Lockdown.

"This is a drill. Lockdown. Locks, Lights, Out of Sight"

"This is a drill. Lockdown. Locks, Lights, Out of Sight,"

or

"We are going to conduct a Lockdown drill. Please listen for the Lockdown announcement."

CONDUCTING THE DRILL

The Lockdown Drill Team should be broken into groups of two or three members who go to individual classrooms. One of the members acts as "Scribe" and documents each classroom response. Large schools will need multiple Lockdown Drill Teams in order to complete the drill in a timely fashion.

At the classroom door, team members listen for noise and look through the corridor window for any student or staff visibility or movement. A team member then knocks on the door and requests entry. There should be no response to this request. At this point, a member of the team unlocks the classroom door and announces their name and position. A quick assessment is made by the safety team. The occupants of the room are reminded that they are still in Lockdown and should remain so until they hear an announcement that the drill is completed.

A Lockdown Response Worksheet was created by The "I Love U Guys" Foundation to assist in documenting the Lockdown drills. It can be copied from the following page or downloaded.

WINDOWS

Often there is a conversation about inside and outside windows. Corridor windows are left uncovered so that first responders can see inside the room. Outside windows are left untouched because the threat would be inside the building. There are different preferences regarding window coverings, so please discuss this with your local responders to make sure you're in agreement.

THE CLASSROOM CONVERSATION

Make sure to stake out a few minutes after the room has been checked, and before the release of the drill, to allow for conversation in the classroom.

Typically, this conversation addresses the purpose of the drill, and the observed outcome for that classroom. Additionally, self-evacuation and other life safety strategies can be discussed.

Any issues should be addressed gently but immediately. When possible, have a school counselor available to address any staff or student distress.

THE LOCKDOWN DRILL TEAM DEBRIEF

At the conclusion of the drill, the team should reconvene for a debrief and use this time to review portions of the school safety plan. A good debriefing may reveal some gaps and areas for improvement in the plan.

Any issues should be documented, the safety plan reviewed, and action items identified. An opportunity for all staff to submit information regarding the performance of the drill should be part of the after-action review process.



STANDARD RESPONSE PROTOCOL®

FREQUENTLY ASKED QUESTIONS

Since introducing the Standard Response Protocol in 2009, thousands of districts, departments and agencies have scrutinized, evaluated and ultimately implemented the program. During the process some questions seem to come up often.

SERIOUSLY, WHAT DOES IT REALLY COST?

Since its introduction in 2009, public K12 schools, districts, departments and agencies were free to use The "I Love U Guys" Foundation programs at no cost.

In 2015, the Foundation expanded availability, and now offers the programs to any public or private organization at no charge. Download the materials and begin the process.

WHAT ABOUT BUSINESS/CHURCH/INSTITUTION USE?

Please look at the materials designed specifically for institutional use on the website. <http://iloveuguy.org>.

I SEE YOU OFFER TRAINING. DO WE NEED TO BUY TRAINING IN ORDER TO USE THE PROGRAMS?

No. We've attempted to put enough material online so that schools and law enforcement can successfully implement Foundation programs. We know of thousands of schools across the US and Canada that have implemented the programs using internal resources.

That said, part of our sustainability model relies not just on charitable giving, but in providing training for districts, departments and agencies. If your organization is interested in Foundation training, please contact us for rates and terms.

WHAT IS THE DIFFERENCE BETWEEN SECURE AND LOCKDOWN AGAIN?

The term "Secure" is used when there is a potential threat that can be mitigated by bringing everyone inside. It should be announced with the directive "Get inside. Lock outside doors," which signals to bring people in and lock exterior doors. While it calls for heightened situational awareness, it also allows for indoor activities to continue.

The term "Lockdown" means there is an active or imminent threat inside or nearby requiring immediate protective action. It is followed by the directive "Locks, Lights, Out of Sight" and requires locking classroom doors, turning out the lights, and remaining hidden until first responders arrive.

Effectively if the threat is outside the building, Secure. If the threat is inside the building, Lockdown.

WHAT IF THE THREAT IS CLOSE TO THE BUILDING?

There may be situations where both Secure and Lockdown protocols may be called sequentially. In this case, use Secure to get people inside and lock exterior doors. When the perimeter is Secured, this may become a Lockdown if the threat is persistent and appears to be coming closer. Exterior doors would stay locked.

IN LOCKDOWN, YOU SUGGEST UNLOCKING THE OUTSIDE DOORS. WHAT'S UP WITH THAT?

No, we don't. We occasionally hear this but our guidance is actually a little different. We suggest not putting anyone at risk by locking or unlocking outside doors. If the doors are locked, leave them locked. Be sure you have a plan that allows first responders to enter the building quickly.

WON'T PEOPLE STILL COME IN THE BUILDING IF THE OUTSIDE DOORS ARE UNLOCKED DURING A LOCKDOWN?

Yes, people may be able to enter the building during the window of time between calling a lockdown and the arrival of first responders.

A lockdown is called when there is a life safety threat inside the building. During the development and throughout the lifecycle of the SRP, constant and deliberate scrutiny of all risk/benefit guidance is performed by the Foundation, district and law enforcement representatives. This has resulted in the lockdown guidance provided.

That said, with any guidance provided, we defer to local decisions. If you are a district, please consult with your local law enforcement representatives for final guidance.

I THOUGHT I SAW SHELTER GUIDANCE?

When we developed the SRP and released the first version in 2009 we included FEMA guidance regarding the Shelter directive and actions. FEMA changed that guidance in 2014. We are removing specific shelter guidance from our documentation and defer to the current practices published at <http://fema.gov> as well as your local emergency management guidance.

CAN THE SRP BE USED IN CONJUNCTION WITH OTHER SAFETY PLANS?

Yes, absolutely. The SRP is designed as an enhancement to any safety plan. It covers critical incidents by standardizing vocabulary so stakeholders can easily understand the status and respond quickly when an unforeseen event occurs. Comprehensive safety plans will include components such as communications, threat assessment, local hazards, operation continuity and reunification, among other items.

CAN I MODIFY MATERIALS?

That depends. The core actions and directives must remain intact. These are:

1. Hold "In your room or area. Clear the halls."

2. Secure “Get inside. Locks outside doors”
3. Lockdown “Locks, Lights, Out of Sight”
4. Evacuate followed by the announced location
5. Shelter followed by the announced hazard and safety strategy

Some details may need to be customized to your location. For instance, the public address poster should be modified to include hazards and safety strategies that are specific to your location.

ARE THE SOURCE MATERIALS AVAILABLE?

Yes. Some of the materials are available. Original, digital artwork can be provided to organizations that have signed “Memorandum of Understanding” with The “I Love U Guys” Foundation.

Please note: Currently, original artwork is only provided in Mac OS X, Pages version 10.0 or QuarkXPress 2019 (15.2.1).

CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?

The Public Address Poster, and all MOUs and NOIs are produced in Word. The other materials are not. Retaining the graphic integrity of the materials proved beyond our capabilities using Microsoft Word.

CAN I REALLY USE THE MATERIALS? WHAT ABOUT COPYRIGHTS AND TRADEMARKS?

Schools, districts, departments, agencies and organizations are free to use the materials under the “Terms of Use” outlined in this document and in the Memorandum of Understanding.

DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?

No. You really don’t need to ask permission. But, it would be great if you let us know that you’re using our programs.

DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?

It is not necessary to sign an MOU with the Foundation, but please consider it. The Foundation is committed to providing programs at no cost. Yet, program development, enhancement, and support are cost centers for us. One way we fund those costs is through private grants and funding.

An MOU is a strong demonstration of program validity and assists us with these types of funding requests.

When you submit a completed MOU or NOI, you will be added to our database and notified when updates and new materials are available.

DO I HAVE TO SEND A NOTICE OF INTENT?

In the absence of an MOU, a Notice of Intent provides similar value to us regarding demonstrations of program validity to potential funders. Either one means that you will receive notification of updates and new materials.

DO I HAVE TO NOTIFY YOU AT ALL THAT I AM USING THE SRP?

We often speak with school safety stakeholders who have implemented the SRP but haven’t mentioned it to us. Please let us know that your school, district, department or agency is using the SRP.

It is our goal that the SRP becomes the “Gold Standard.” The more schools, districts, departments and agencies that we can show are using the program, the greater the chance for achieving our goal of having clear communication in a crisis.

CAN I PUT OUR LOGO ON YOUR MATERIALS?

Yes. But with some caveats. If you are a school, district, department or agency you may include your logo on posters and handouts. If you are a commercial enterprise, please contact us in advance with intended usage.

In some states, we have co-branding agreements with “umbrella” organizations (school district insurance pools, school safety centers, etc.). In those states, we ask that you also include the umbrella organization’s branding.

WE WOULD LIKE TO PUT THE MATERIALS ON OUR WEBSITE.

Communication with your community is important. While you are free to place any material on your website, it’s preferable that you link to the materials from our website. The reason for this is to allow us to track material usage. We can then use these numbers when we seek funding.

But, don’t let that be a show stopper. If your IT group prefers, just copy the materials to your site.

DOES THE SRP WORK WITH “RUN, HIDE, FIGHT?”

In 2014, the Department of Education suggested “Run, Hide, Fight” as the preferred response to an active shooter. We don’t believe the practice is mutually exclusive to the SRP, as that is a single-incident response. Again, consult with local law enforcement regarding your specific active shooter response.

There may be some challenges regarding training students using some of the “Run, Hide, Fight” materials. The Department of Education states “These videos are not recommended for viewing by minors.”

DOES THE SRP WORK WITH A.L.I.C.E.?

Again, we don’t believe that SRP and A.L.I.C.E. (single incident response) are mutually exclusive.

DOES THE SRP WORK WITH “AVOID, DENY, DEFEND?”

The SRP attempts to be an all-hazards approach to school based events. Of all of the active shooter responses, our determination is that “Avoid, Deny, Defend” from Texas State University has the best positioning, linguistics and actions. This response was created for adults and is for use in workplaces.

<http://www.avoiddenydefend.org>



DRILLS

FEMA Guidance

APPENDIX A - FEMA GUIDANCE

FEMA provides a description of each exercise and drill. The following information is from FEMA resources. The chart on the right page is their Building Block chart, and the descriptions here are how FEMA describes what each one entails, and the expected outcomes.

For in-depth learning, see IS-120.C: An Introduction to Exercises: (<https://training.fema.gov/is/courseoverview.aspx?code=is-120.c>)

DISCUSSION-BASED EXERCISES

SEMINAR

Seminars orient participants to or provide an overview into strategies, plans, policies, or procedures. Seminars can be valuable when an entity is developing new plans or making changes to existing plans or procedures.

Goals

- Orient participants to new or existing plans, policies, or procedures
- Research or assess interagency capabilities or inter-jurisdictional operations
- Construct a common framework of understanding

Characteristics

- Casual atmosphere
- Minimal time constraints
- Lecture-based

WORKSHOP

Workshops are more structured than seminars. Participant attendance and collaboration from relevant stakeholders is essential to obtain consensus and produce effective plans, procedures, and agreements.

Goals

- Develop a written product as a group, in coordinated activities
- Obtain consensus
- Collect or share information

Characteristics

- Broad attendance by relevant stakeholders
- Conducted based on clear objectives/goals
- More participant discussion than lecture-based seminar
- Frequently uses break-out sessions to explore parts of an issue with similar groups

Outcomes

- Emergency Operations Plans (EOPs)
- Mutual Aid Agreements
- Standard Operations Procedures (SOPs)

TABLETOP EXERCISE (TTX)

Tabletop exercises facilitate conceptual understanding, identify strengths, and areas for improvements, and/or achieving changes in perceptions. Participants are encouraged to problem-solve together through in-depth discussion. An effective TTX comes from active participants and their assessment of recommended revisions to current plans, policies, and procedures. It is important to have a facilitator keep the participants focused on the exercise objectives.

Goals

- Enhance general awareness
- Enhance roles and responsibility understanding
- Validate plans and procedures
- Rehearse concepts and/or assess types of systems in a defined incident

Characteristics

- Requires an experienced facilitator
- In-depth discussion
- Low stress, problem-solving environment

GAME

A simulation of operations that often involves two or more teams, usually in a competitive environment, using rules, data, and procedures designed to depict an actual or hypothetical situation. Identifying critical decision-making points is a major factor in the success of games.

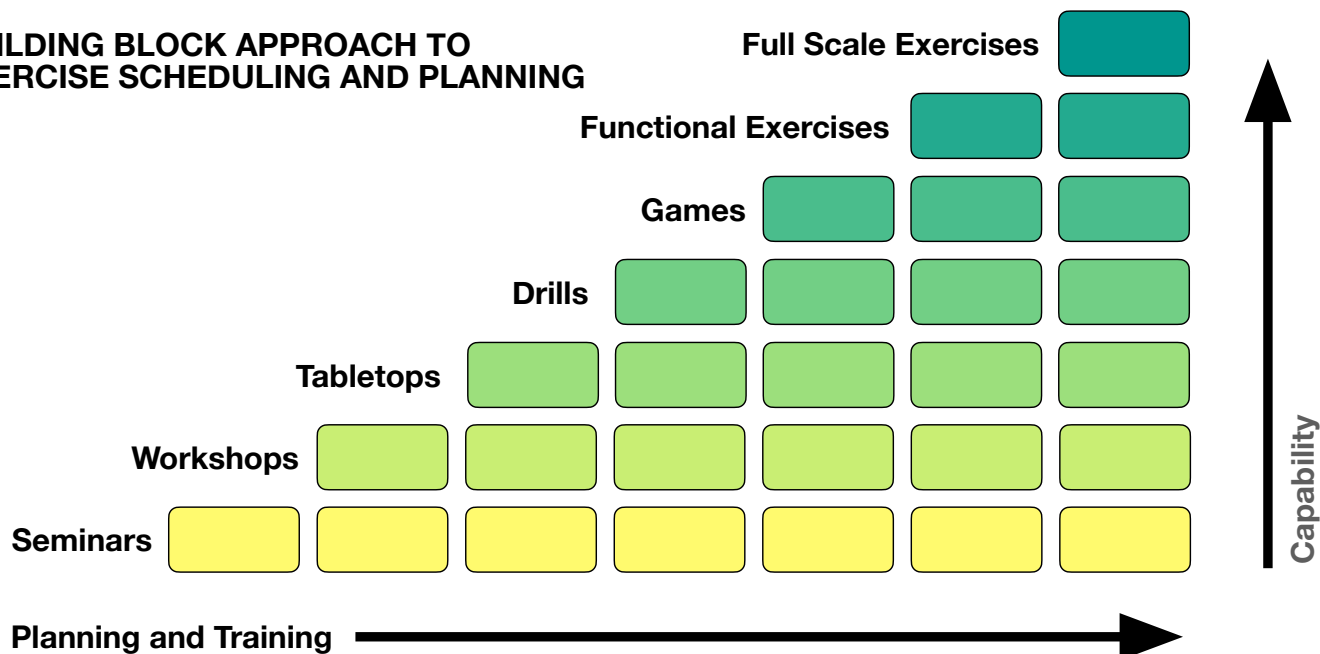
Goals

- Explore decision-making processes and consequences
- Conduct "what-if" analyses of existing plans
- Evaluate existing and potential strategies

Characteristics

- No actual resources used
- Often involves two or more teams
- Includes models and simulations on increasing complexity as the game progresses
- May include pre-scripted messages

BUILDING BLOCK APPROACH TO EXERCISE SCHEDULING AND PLANNING



OPERATIONS-BASED EXERCISES

DRILL

A drill is a coordinated, supervised activity usually employed to validate a specific function or capability in a single agency organization. Drills are commonly used to provide training on tasks specific to new equipment or procedures, to introduce or validate procedures, or practice and maintain current skills.

Goals

- Provide training on new equipment
- Evaluate new procedures, policies, and/or equipment
- Practice and maintain skills
- Prepare for more complex exercises

Characteristics

- Immediate feedback
- Realistic but isolated environment

FUNCTIONAL EXERCISE (FE)

These are designed to validate and evaluate capabilities, multiple functions and/or sub-functions, or inter-dependent groups of functions. FEs are typically focused on exercising plans, policies, procedures, and staff members involved in management, direction, command, and control functions.

Goals

- Validate and evaluate capabilities
- Focused on plans, policies, and procedures

Characteristics

- Conducted in a realistic, real-time simulated environment
- Simulated deployment of resources and personnel
- Use of SimCell and Master Scenario Events List (MSEL)
- Include controller and evaluators

FULL-SCALE EXERCISE (FSE)

Full-scale exercises (FSE) are high stress multi-agency, multi-jurisdictional activities designed to test coordinated responses and rapid problem solving skills. These are the most complex, resource-intensive, and possibly expensive exercises.

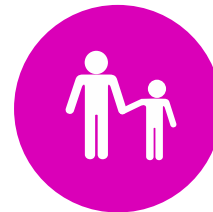
Goals

- Demonstrate roles and responsibilities as addressed in plans and procedures
- Coordinate between multiple agencies, organizations and jurisdictions

Characteristics

- High-stress environment
- Rapid problem solving
- Critical thinking
- Conducted in a realistic, real-time environment to mirror a real incident
- Mobilization of units, personnel, and equipment

THE STANDARD REUNIFICATION METHOD SRM V3



REUNIFY

A Practical Method to Unite Students with Parents After an Evacuation or Crisis.
The "I Love U Guys" Foundation



The "I Love U Guys" Foundation

PEACE

It does not mean to be in a place where there is no noise, trouble, or hard work.

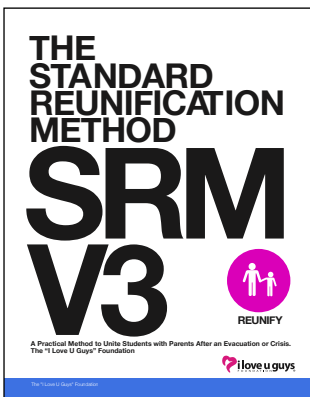
It means to be in the midst of those things and still be calm in your heart.



® STANDARD REUNIFICATION METHOD

SRM V3 CHANGE HISTORY

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	0.9.0	2011-09-17	Preliminary Draft
John-Michael Keyes	0.9.1	2011-10-01	First Final Contest Revision
Ellen Stoddard-Keyes	0.9.2	2011-10-16	Preliminary Edits
Lee Shaughnessy	0.9.3	2011-10-26	Preliminary Edits
Joseph Majsak	1.0	2011-11-16	Continuity and Final Edits
John-Michael Keyes	1.1	2016-06-08	Additional Content
John-Michael Keyes Will Schwall Michelle Brady Russ Deffner Carolyn Mears	2.0	2017-03-02	Reunifier replaces Runner Additional Content Edits
Kevin Burd Ellen Stoddard-Keyes Allyson Jones Melissa A. Reeves, Ph.D, NCSP, LCMHC	3.0	2023-03-27	Updates and Edits Update ICS / HSEEP Compatibility Update Communication Recommendations NASP Guidance



The Standard Reunification Method

A Practical Method to Unite Students with Parents After an Evacuation or Crisis

The "I Love U Guys" Foundation

Version 3.0

ISBN - 978-1-951260-12-5



© Copyright 2009 - 2023, All rights reserved. The "I Love U Guys" Foundation. Placitas, NM 87043. SRP, The Standard Response Protocol, SRM, Standard Reunification Method, and I Love U Guys are Trademarks of The "I Love U Guys" Foundation and may be registered in certain jurisdictions.

DEDICATION

The “I Love U Guys” Foundation dedicates this book to the many people who have invested time, knowledge and caring toward the art of safely and responsibly reuniting students, guardians and families when daily routines are disrupted.

FORWARD

The concept for the Standard Reunification Method (SRM) isn’t new. There are many resources available to design a well-run reunification, however few have all the parts in one place. The SRM is a synthesis of common practices in use at a number of districts, departments, and agencies, as well as guidance provided by a variety of federal governmental agencies.

The evolution of SRM has included reviews, comments, and suggestions from a number of practitioners. As of 2023, the SRM has been subjected to tactical scrutiny by hundreds of law enforcement agencies and operational review and adoption by thousands of schools.

ACKNOWLEDGMENTS

The “I Love U Guys” Foundation is primarily grateful to Will Schwall, Emergency Manager, Hays County Sheriff’s Office, San Marcos, Texas, for the structure and organization of the materials, and Michelle Brady, Emergency Planning Coordinator, Hillsboro School District, Hillsboro, Oregon, for inspiring the job action sheets.

STAFF

At the time of this version release, The “I Love U Guys” employs eight people full time, all of whom bring unique skills, curiosity and intelligence to these materials.

Allyson Jones, Communications Manager, Andy Arnold, Instructor/Explorer, Brooke Weeber, Directors’ Assistant, Carly Posey, Mission Director, Emily Pisqui, Administrative Assistant, Ellen Stoddard-Keyes, Operations Director, and John-Michael Keyes, Executive Director.

BOARD OF DIRECTORS

Whereas many nonprofits have a combative relationship with their Boards, we have always treasured ours for their input, dedication and wisdom.

Chris Zimmerman, Craig Straw, Dave Bauer, Frank DeAngelis, Heilit Biehl, James Englert, Louis S. Gonzalez, Murphy Robinson, and Pat Hamilton.

INPUT AND GUIDANCE

We are grateful to the following people who helped with additional, indirect guidance for the Standard Reunification Method:

Pat Hamilton – Chief Operating Officer, Adams 12 Five Star Schools, Adams County, CO

Bill Godfrey - C3 Pathways
<https://www.c3pathways.com>

Kevin Burd, Priority of Life Training and Consulting
<https://priorityoflife.org>

ADJUNCT INSTRUCTORS

The Foundation has a growing pool of skilled and trained instructors who conduct trainings around the country on a part time basis, bringing their expertise and knowledge to the table. They bring back information, and we work together to stay current and improve the programs.

CONTACT INFORMATION

The “I Love U Guys” Foundation can be reached online at <https://iloveguys.org>.

Email: srp@iloveguys.org

The “I Love U Guys” Foundation
P.O. Box 489, Placitas, NM 87043

REQUEST FOR COMMENT

The Standard Reunification Method is a synthesis of common practices in use at a number of districts, departments, and agencies, as well as guidance provided by a variety of federal governmental agencies.

The evolution of SRM has included reviews, comments, and suggestions from a number of practitioners. As of 2023, the SRM has been subjected to tactical scrutiny by hundreds of law enforcement agencies and operational review and adoption by thousands of schools.

Suggestions for modification can be made via email at srm_rfc@iloveguys.org. Please include contact information, district, department, or agency, including daytime phone.

“Recovery starts before the crisis begins.”

“Reunification is the first step in the recovery process.”

*– John McDonald, Executive Director of Safety and Emergency Planning,
Jeffco R1, Colorado*

TABLE OF CONTENTS

Mission	8
About SRM V3	8
The “I Love U Guys” Foundation MOU.....	8
Terms of Use	9
Reunification	11
The Process in a Nutshell	12
Incident Command System	14
Incident Command Roles	15
Communication.....	16
The District Reunification Team.....	17
Reunification Roles and Duties	17
On-Site Partial Reunification	18
On-Site Full Reunification	19
Off-site Reunification Overview	20
Impacted School: Transport Team	20
Unified Command Overview	21
Off-Site Reunification: Non-Violent Event	22
Off-Site Reunification: Violent Event	23
SRP Lifecycle with Reunification.....	24
Staging the School for Transport	26
Staging the Reunification Site.....	28
The Process in 6 Easy Steps	30
The Reunification Card	32
SRM Signage	35
Frequently Asked Questions	36



MISSION

The "I Love U Guys" Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations, and government entities.

THE "I LOVE U GUYS" FOUNDATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage, and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... "I love you guys" and "I love u guys. k?"

Emily's kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The "I Love U Guys" Foundation.

COMMITMENT

There are several things we are committed to. The most important thing we can do is offer our materials at no cost to schools, districts, departments, agencies, and organizations. The reason we are able to continue to provide this service is due, in part, to the generosity of our donors and Mission Partners (see Partner with Love www.iloveuguy.org). The "I Love U Guys" Foundation works very hard to keep our costs down as well as any costs associated with our printed materials. Donor and Mission Partner support allows us to stretch those dollars and services even more. Your gift, no matter the size, helps us achieve our mission. Your help makes a difference to the students, teachers, first responders, and the communities in which we live and work.

WARNINGS AND DISCLAIMER

Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an "as is" basis. Please visit our website (<https://iloveuguy.org>) for detailed information.

COPYRIGHTS AND TRADEMARKS

In order to protect the integrity and consistency of The Standard Reunification Method, The "I Love U Guys" Foundation exercises all protection under copyright and trademark. Use of this material is governed by the Terms of Use or a Commercial Licensing Agreement.

COMMERCIAL LICENSING

Incorporating the SRM into a commercial product, like software or publication, requires a commercial license. Please contact The "I Love U Guys" Foundation for more information and costs.

ABOUT THIS BOOK

In 2012, The "I Love U Guys" Foundation introduced the Standard Reunification Method. At the time, we saw a void in school safety planning regarding student/parent reunification after an incident. We were certain this was a true need, but few schools or districts actually had reunification plans and practices in place. Fewer still had actually drilled or practiced.

Was it truly a need? The answer lies in the widespread adoption of the SRM. Since 2012, thousands of schools in the US and Canada have implemented the Standard Reunification Method as a means to safely reunite students and families after a crisis.

Recovery starts before the crisis begins. Reunification is one step in that recovery.

This is Version 3.0 of the Standard Reunification Method. But notice, we use the word method. Not protocol. Not procedure. Method.

What that means is that we provide you with some tactics. Things we know. But the incident, your reunification site, and your environment, will ultimately dictate what you do.

Please, in your planning, if you see something here that doesn't seem to work in your environment, figure out what does. Let us know.

ABOUT SRM V3

Version 3 contains expanded guidance, closer adherence to FEMA Incident Command System, and compatibility with HSEEP (Homeland Security Exercise and Evaluation Program) 2020.

Although SRM Version 2 is still valid, The I Love U Guys Foundation recommends updating to the newer version when possible.

THE "I LOVE U GUYS" FOUNDATION MOU

Some schools, districts, departments, and agencies may also desire a formalized Memorandum of Understanding (MOU) with The "I Love U Guys" Foundation. For a current version of the MOU, please visit <https://iloveuguy.org>.

The purpose of this MOU is to define the responsibilities of each party and provide scope, and clarity of expectations. It affirms the agreement of stated protocol by schools, districts, departments, and agencies. It also confirms the online availability of the Foundation's materials.

An additional benefit for the Foundation is in seeking funding. Some private grantors view the MOU as a demonstration of program effectiveness.



TERMS OF USE

Schools, districts, departments, agencies, and organizations may use these materials, at no cost, under the following conditions:

1. Materials are not re-sold.
2. Notification of use is provided to The "I Love U Guys" Foundation through one of the following:
 - 2.1 Email notice of use to srm@ilove.uguy.org
 - 2.2 Memorandum of Understanding
3. The following modification to the parent handouts and reunification cards are allowable:
 - 3.1 Localization

FAIR USE POLICY

These materials are for educational and informational purposes only and may contain copyrighted material the use of which has not always been specifically authorized by the copyright owner. In accord with our nonprofit mission, we are making such material available for the public good to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations, and government entities.

The "I Love U Guys" Foundation IRS 501(c)3 est. 2006 asserts this constitutes a 'fair use' of any such copyrighted material as provided in Section 107 of the US Copyright Law. In accordance with Title 17 U.S.C. Section 107, these materials are distributed without profit to those who have expressed a prior interest in receiving the included information for criticism, comment, news reporting, teaching, scholarship, education, and research.

If you wish to use copyrighted material from this site for purposes of your own that go beyond fair use, you must obtain permission from the copyright owner.

If your copyrighted material appears in our materials and you disagree with our assessment that it constitutes 'fair use,' contact us.

PRIVACY POLICY

When you agree to the Terms of Use by sending an MOU, your contact information will be entered into a database. You will receive notifications when there are updates and/or new materials. You will have the opportunity to opt in to receive periodic blog posts and newsletters via email.

Our Commitment to Program Users: We will not sell, share or trade names, contact, or personal information with any other entity, nor send mailings to our donors on behalf of other organizations. This policy applies to all information received by The "I Love U Guys" Foundation, both online and offline, as well as any electronic, written, or oral communications. Please see our website for the full Privacy text.

**“Cops own the crime.
Fire owns the flames.
Schools own the kids.”**

**“But Paramedics own
the patient.”**

*And that may be an area of conflict
during an incident.*

*Your reunification plans and
methods must be
communicated with
first responders prior to an incident.*



REUNIFICATION

The nation has experienced high-profile acts of school violence. In response to this and the everyday types of crises, The “I Love U Guys” Foundation develops programs to help districts, departments and agencies respond.

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event a controlled release is necessary. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing, and achieving a successful reunification. Keep in mind though, that this is an evolving process. While there is a smattering of science in these methods, there is certainly more art. Site-specific considerations will dictate how these practices can be integrated into school and district safety plans. Successful planning and implementation will also demand partnerships with all responding agencies participating in a crisis response.

ADAMS 12, FIVE STAR SCHOOLS METHOD

The methods detailed in the first version of the Standard Reunification Method are based on the practices developed at the Adams 12, Five Star School District, Thornton, Colorado, by Pat Hamilton, Chief Operating Officer, and also at Jefferson County School District, Golden, Colorado, by John McDonald, Executive Director of Security and Emergency Planning.

Since its introduction in 2012, other districts and agencies have also contributed.

The core concept of the Adams 12 Reunification Method rests on accountability achieved through a process based on managing the physical location of students, staff, and incoming parents. The process also uses perforated cards. These cards are completed by parents or guardians at the reunification site. The cards are separated at the perforation, and a reunifier retrieves the child.

OBJECTIVES

The objective of this manual is to help districts develop, train, and mobilize a district reunification team, and implement tangible, on-site, and off-site reunification plans. Inherent in this objective is creating or strengthening partnerships with responding agencies – police, fire, and medical. By having school and district personnel build a well-designed draft plan, it becomes easier to engage the responders and other key participants in the planning process. During this process, a core philosophy is essential:

Cops own the crime.

Fire owns the flames.

Schools own the kids.

Paramedics own the patient.

Additionally, performing a successful reunification is much more likely when drills are conducted in advance of an event. Tabletop exercises and live exercises should be scheduled and performed.



WHAT DOES IT COST?

Implementing the Standard Reunification Method concepts and planning stages take a certain amount of time. But in the grand scheme of school safety, the level of effort is modest. There will be some staff hours committed to the planning, training, and practice of these concepts. There will be some cost in printing, and in creating both the ROK boxes (Reunification Operation Kits) and the classroom “go kits” necessary for successful reunification.

“Go kits” are the bags or folders that teachers need in their classrooms during any type of event. They often include class rosters, tissues, space blankets, candy for low blood sugar, and other items specific to the location and students. ROK Boxes are typically maintained at the district level and contain everything necessary for the reunification team to function.

Visit <https://iloveuguy.org/> to find links for all materials found in the ROK box. Since some of this activity is happening at the district level, the cost of the kits can be spread among all of the schools in the district.

WHEN TO INITIATE A REUNIFICATION

Initiating a reunification can be a result of anything abnormal at the school that renders it unsafe to stay in, or something in the area such as a power or phone outage, weather event, hazmat incident, bomb threats, criminal activity in the area, or active violence at the school.



In some cases, it may be only a partial student population reunification. For instance, criminal activity in the area might result in reunifying students who walk to and from school. In other instances, reunification of the entire student population may be necessary for things such as a gas leak in the school or a violent event.

WHY BOTHER?

Crisis recovery starts before the crisis, not after. Simply “winging it” when reunifying ignores not only the mental health demands that accompany a crisis, but the responsibility of the school and the district to maintain the chain of custody for every student.

No school is immune to stuff hitting the proverbial fan. Wild land or structural fires, hazardous materials, floods, tornados, blizzards, power outages, tsunamis, bomb threats, acts of violence, acts of terror... these just start the list of events that may necessitate a controlled reunification and release for a school or district.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what may already be a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help prevent emotions from escalating at the site.

There is a hidden side effect of implementing the Standard Reunification Method. Going through the planning and training process may help strengthen district relationships with first responders. Often law enforcement is active in partnering with schools and districts. Less often is the fire department. The SRM may be a vector for strengthening relationships with fire agencies as well.

THE PROCESS IN A NUTSHELL

The materials in this manual provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity.

- Establish a parent/guardian check-in location.
- Deliver the students to an assembly area or a transportation area beyond the field of vision of parents/guardians.
- Conduct accountability, or attendance, of who is at the assembly area (student and staff).
- Once students are on-site, notify parents/guardians of the location.
- “Greeters” hand parents/guardians a Reunification Card, and help them understand the process.
- The parent/guardian completes the card and brings it to the check-in area. The procedure allows parents/guardians to self-sort during check-in, streamlining the process.
- Parent/guardian identification is verified. The card is split at the perforation, and the parent/guardian receives the bottom portion.
- Parent/guardian brings that to an area outside the student assembly area and hands it to a “Reunifier.”
- The “Reunifier” recovers a student from the assembly area and delivers them to the parent/guardian.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with less drama and anxiety.
- Medical, notification or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- In the end, successful reunification is about managing the student and parent experience.

COMMON QUESTIONS

Who is allowed to pick up students?

This comes down to a local school or district policy. Some schools allow anyone on the emergency contact form to pick up the child. Others limit it to only primary guardians if the reunification is due to a violent event. Your organization will have to think through the process and develop a local policy.

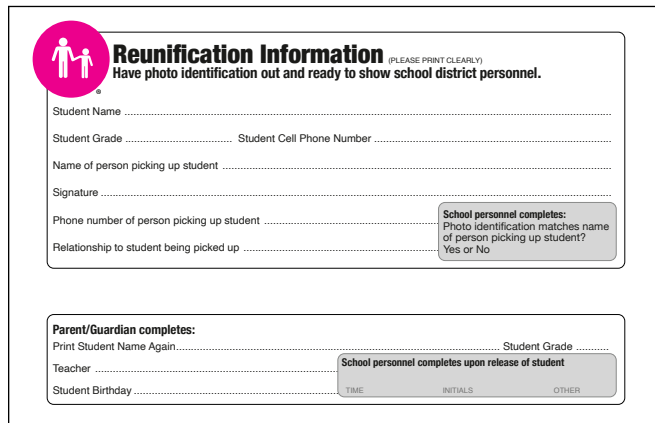
What about kids with multiple guardians, homes, or from multiple families?

It will be essential for schools to communicate with all guardians who may pick up a child. This becomes complicated when kids live in different homes depending on the day. You will also run into a situation where one guardian arrives before the other, picks up the child, and never communicates with the other guardians. The school will have to notify the later arriving guardians once they get to the check-in area that the child has already been picked up.

WHY USE CARDS?

Many schools use electronic rosters or campus information systems. Wouldn't that be easier? The reality is a little different. First and foremost is access to data. Foundation research indicates that in any high profile incident, and even many local ones, internet, and cell service become intermittent or even unresponsive. Often school WiFi is impacted as well.

THE CARD

The image shows a 'Reunification Information' card. At the top left is a pink circle with a white icon of a person and a child. To its right, the title 'Reunification Information' is in bold, followed by '(PLEASE PRINT CLEARLY)' and 'Have photo identification out and ready to show school district personnel.' Below this are several fields: 'Student Name', 'Student Grade', 'Student Cell Phone Number', 'Name of person picking up student', 'Signature', 'Phone number of person picking up student', and 'Relationship to student being picked up'. There are two boxes for school personnel completion: one for 'Photo identification matches name of person picking up student? Yes or No' and another for 'School personnel completes upon release of student' with fields for 'TIME', 'INITIALS', and 'OTHER'. At the bottom, there is a section for 'Parent/Guardian completes:' with fields for 'Print Student Name Again', 'Student Grade', 'Teacher', and 'Student Birthday'.

The Reunification Card does a ton of work. Its primary function is to provide accountability, so one student per card is recommended. It also helps with the parent experience. It gives the parent/guardian something to do while they are waiting in line. The card is perforated and gives parents a sense of progress as they go through the process. The main objective is to keep parents/guardians calm and organized while they wait. Let the card do this work for you.

A LITTLE SOCIAL ENGINEERING

A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents /guardian are trying to function at elevated stress levels; staff, their families, and other first responders also feel the strain.

By having a defined process with signage, cards, branding, procedures, and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating, and practicing a "known" procedure, the school removes some of that uncertainty.

The cards also bring anxiety down a notch. Asking a parent/guardian to complete the form is a familiar activity and will demand they slow down and perform a cognitive action, "Here, read the instructions on the back, and we'll get things started," might be the first step in lowering blood pressure.

ACCOUNTABILITY: THE ONE NON-NEGOTIABLE

The entire process of reunification, much like any other crisis response method that is based on the National Incident Management System (NIMS) and uses the Incident Command System (ICS), can and should be modified to fit the needs of your local organization. Names and titles can be changed based on what works for you. Ensure all responding agencies understand and are aware of the terminology.

The one thing that cannot be modified is the need for 100% accountability of your students and staff. You absolutely must know who is at the reunification site and who is not. Understand that you may not know the exact location of everyone. This is especially true in a violent event where many will self-evacuate. However, by identifying who is at the impacted site, who evacuated via transportation, and who arrived at the reunification site, you will be able to determine who is present at the reunification site and who is missing.

The accountability process could look like this: During the evacuation phase of an incident, teachers take attendance of their students. This attendance is collected to include staff members, and gives you the number of staff and students you have at the impacted site. If you started the day with 300 total students and staff and you account for 278 during an evacuation, you now know that you need to locate 22 individuals. You should also be able to identify who those missing individuals are. Remember, just because they are not present does not mean they are injured or deceased, as many people will self-evacuate. You will now know that you must maintain the accountability of 278 individuals as they are transported from the impacted site to the reunification site. This information must be communicated to the incident commander at the reunification site and passed along to the student assembly supervisor. Once the students and staff begin to arrive at the reunification site, they will be accounted for by their student assembly supervisor or an accountant assigned to them. If it was not already done, a name-by-name roster should be developed at this point. You absolutely must know the name of each person who has arrived at the reunification site. Once all 278 individuals arrive, you now know that no more transportation is coming from the impacted site. Be sure to confirm this with the impacted site transport team. The name-by-name roster can then be duplicated, one copy stays with the assembly area supervisor, and a second copy goes to the accountant at the parent check-in area. By using this process, you will now know if a student is at the reunification site when their parent or guardian checks in.

NOT SO WEIRD ADVICE

At first blush, this bit of advice may sound weird to educators: “Check out FEMA. Go to <http://training.fema.gov> and complete the online training for IS-100.C Introduction to Incident Command System.” The course takes about an hour and a half to complete and introduces some basic emergency response principles.

Here’s why this advice isn’t as weird as it sounds. Every responding agency that partners with schools uses “Incident Command” during a crisis. The Incident Command System (ICS) is a response method that determines the role of everyone responding to a crisis and defines a shared vocabulary and shared expectations of behavior.

District and school safety teams need this shared vocabulary when interacting with first responders during a crisis. Equally important is that, when meeting with first responders, having the concepts and vocabulary of ICS removes some of the language barriers. It also shows a commitment to success that departments and agencies will appreciate.

Finally, understanding ICS concepts allows school or district leadership to become a part of the response structure rather than victims or unused assets. It opens the door to a true unified command where school or district leaders can operate shoulder to shoulder with fire, police, EMS, and other public safety leaders.

INCIDENT COMMAND SYSTEM

Whether it is a man-made or natural crisis, or an act of violence in the school, law enforcement, fire, and medical teams will be involved in the reunification process. Learning to understand and speak a common language as well as being familiar with their procedures is imperative to a successful outcome. With that in mind, district and school safety teams must understand and use the Incident Command System.

The Incident Command System can also be used for pre-planned, non-emergency occasions such as sporting events or large gatherings. All the tasks that need to be completed before and during the event can be put into the ICS structure. The structure provides a way to better organize tasks and personnel.

PRIORITIES, OBJECTIVES, STRATEGIES, AND TACTICS

A valuable FEMA resource is the Incident Action Planning Guide, and it’s a good start in understanding how first responders manage an incident.

From a school or district perspective, it’s important to understand that the Incident Commander has an expectation that to be useful during the event, the school or district personnel need to have some experience with incident command.

If the school or district personnel don’t exhibit any knowledge of the process, their input may be marginalized.

ARTICULATE YOUR P.O.S.T.

The first step in incident management is defining the priorities, objectives, strategies, and tactics that will be used during the incident. While each one will be unique, there are considerations that can be addressed in advance.

Priorities:

- Student and staff safety and well-being.
- Student and staff whereabouts and condition.
- Starting the recovery process.

Objectives:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school’s control is reunited with their parent or guardian.

Strategies:

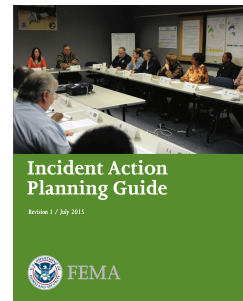
- The Standard Reunification Method

Tactics:

- Tactics will vary based on the event and the environment but look at the typical reunification lifecycles on page 16 for a jumpstart.

The next pages describe the structure of the Incident Command System and how it functions in schools and districts.

Following that, there are examples of what the roles might look like during different types of reunifications. Please refer to the Resources and References page at the back of this book for clarification of some of the terms used.

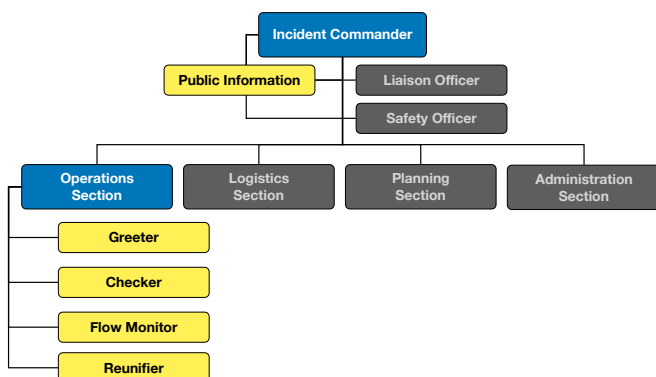


INCIDENT COMMAND ROLES

These are the different roles people will take during a reunification. On the following pages, various types of reunifications are described. There are explanations of unique considerations for each type of reunification, and how the groups can be activated and used.

Incident Commander

A school Principal is very likely to be the initial Incident Commander. When something unexpected happens (call it an incident) which changes the daily routine, they assess the situation and determine what actions need to be taken. When it will require a responsible reunification of students with parents or guardians, a number of steps are taken.



The Incident Commander coordinates Priorities, Objectives, Strategies, and Tactics for an accountable and organized reunification of students with parents/guardians. They decide which key staff stakeholders will be needed, and ensure that notification has been made to them for activation. They will establish security measures for everyone in the school.

However, they do not do it alone. While the Incident Commander is the central point of contact they are eventually surrounded by a team of support. As people arrive to assist, they assign them to manage specific areas as necessary based on the type of incident. They will assign command staff, who fill very specific roles, as well as section chiefs. The typical sections of the incident command system are Operations, Planning, Logistics, and Administration.

Command Staff

The command staff assists the incident commander with communications, safety oversight (to make sure you do not end up with another incident within your incident), and a liaison to ensure integration with other organizations.

Section Chiefs

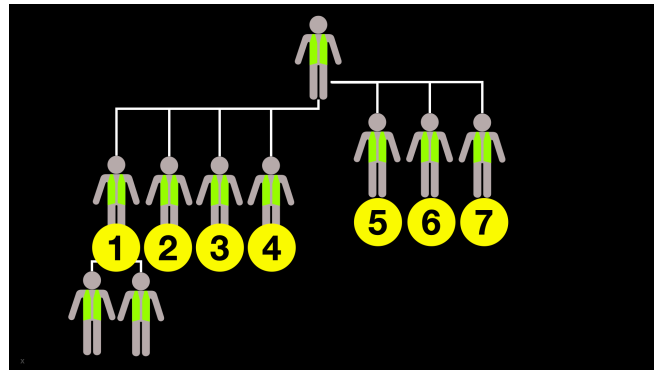
Section Chiefs, often referred to as the General Staff, report directly to the Incident Commander. They subdivide the incident and assign additional personnel as needed to achieve their objectives. Some, such as Finance/Administration, won't need to be staffed at all during a school-based incident.

Example: In an on-site reunification for a non-violent incident, the Incident Commander assigns an **Operations Section Chief** who oversees the people conducting the reunification. The reunification team provides Section Chiefs with status and resource information, who in turn report to the Incident Commander. The number of subordinates a school needs will depend on how many students they need to reunite. In a large reunification, the Operations Chief may assign Leads for each group, and the Leads will report to the Chief.

This example assumes that the students are in the main assembly area with their classes, and supervised by their teacher. The decision to engage Logistics or Planning is made by the Incident Commander. If they see a need to acquire or provide supplies such as water or snacks, they might assign someone to Logistics to handle that. In non-violent events, these roles can usually be filled by school staff or may not be needed.

Span of Control

The term "span of control" refers to how many people a single individual can supervise. The recommended span of control is one person supervising no more than seven people, with two to five being the ideal number.



People in various roles will report to the person who is assigned as their commander/supervisor. This keeps communication clear and allows for accurate responses.

It is important to note that the ICS structure is not set in stone. It is adaptable and jobs, names, and section responsibilities can be adjusted to fit the needs of your organization and location. It is imperative, however, that if changes are made to the traditional model they are articulated to other local authorities and you practice regularly with them to ensure everyone is on the same page.

COMMUNICATION

In any type of event, clear and well-planned communication is essential to providing the right information while mitigating the stress of the situation. Depending on the type of incident, you might have only minutes to prepare a statement and communicate it to the appropriate people.

Communication with parents and guardians is critical to the reunification process. Once students and staff are at the reunification site and you are ready to begin the reunification process, a multi-channel message is sent to parents and/or guardians regarding where reunification will take place and what they need to bring with them.

PUBLIC INFORMATION OFFICER (PIO)

The role of **Public Information Officer** is filled by a staff member who usually handles outward communication. No matter how small the incident, the fact that a school day has been disrupted means they are obligated to keep parents and the public informed of the status of the situation.

It is critical for the school and district to ask parents and guardians to update their contact information routinely.

Parents and/or guardians are contacted using the communication method that's best for their school community. Use a push method (text, email, phone) and a passive method such as posting on social media.

Throughout the year, routinely ask parents to update their contact information, and ask them to appoint a trusted friend or neighbor as a backup contact. That is especially important when parents might have a job that restricts their ability to leave, be available by phone, or requires a long commute.

Joint Information Center

The physical location of the JIC will be determined by the Incident Commander in consultation with the Lead PIO. It is common to locate the JIC away from the crisis site to ensure access to reliable utilities (power, phone, Internet, etc.) and help minimize press congregating at the crisis site.

This can be busy and focused. It will include a few resources who will be working together to deliver clear and consistent messaging as approved by the Incident Commander.

Unless a backup plan for internet service is in place at the crisis site, internet will fail quickly. This affects security cameras and phones if they are VoIP (Voice over Internet Protocol) based.

CHANNELS

Decide which methods of communication are the best fit for your community. This depends on your community's internet bandwidth, cell phone service, and other preferences. Whatever you choose needs to be reliable, fast, and reach a high percentage of community members quickly. Document who on the Communication Team has access to update each channel.

Also, think about which channels are used regularly for day-to-day messaging, like emails. When sending out messages regarding reunification, consider using alternative methods such as text and phone, which may not be used as frequently. Doing so will alert the recipients that this is not the regular, daily email but something more important.

SCHOOL-BASED MENTAL HEALTH PROFESSIONALS

Many schools have mental health professionals as part of their team, and they can be an incredible asset during any type of reunification. An evacuation and reunification can cause stress or anxiety regardless of the reason it was conducted. Therefore, it is important that mental health professionals are on-site and ready to assist.

During a larger reunification, and especially for those occurring due to a violent event, a district-level mental health supervisor should be put in place to oversee mental health services at the reunification site. This Supervisor should work with the incident command staff to ensure mental health services are available for students and staff. Oftentimes those can be placed in or near the student assembly area. Additionally, mental health professionals need to be made available for parents/guardians who are waiting in line. Finally, they should also be at the check-in area to assist families who are notified their student is not at the reunification site.

PREPARATION

A tabletop exercise is a great start; basically, it's a brainstorming session. Your Communication Team talks through possible scenarios and formulates messaging accordingly. They must think about what immediate information is necessary, how to follow up, and who they will need to speak with/follow to receive trusted updates.

Use the 27/9/3 rule during message preparation. This is a very basic recommendation and suggests using a total of 27 words, which can be spoken in about nine seconds, containing three or fewer key points.

The team should pre-script some basic messages that may be sent out, with blank spaces for details like time and date. Having these pre-approved and available will aid the team later if they're under stress or time constraints.

THE DISTRICT REUNIFICATION TEAM

Reunification will take place for a variety of reasons. It's a good bet that at some point today a school somewhere is having to conduct a reunification of students with their appropriate caregivers. Most often, reunification will be needed for non-traumatic, non-violent events, such as a power outage, heating loss, or a weather-related event. In these cases, the school typically handles the reunification duties on their own with little to no outside support. However, during larger, more complex incidents district support will be needed to assist the schools.

Offsite reunification on the other hand will most likely require District resources and it is a good practice to have a central Reunification Team staffed by District personnel. There are several reasons for this:

- Training can be more readily coordinated.
- Experienced teams are more proficient.
- School-based teams may initially be unavailable.

Smaller districts may recruit from various school administrators to populate the team. Extremely small districts may recruit volunteers from the community to staff the Reunification Team. A good rule of thumb for team size is five people, plus one per 100 students.

Once the staff is at the reunification site, there are roles they will assume for setup, breakdown, and the actual reunification.

REUNIFICATION ROLES AND DUTIES

The following outlines the roles and duties of the Reunification Team. Not all these roles need to be filled for every reunification. For detailed tasks see the Job Action Sheets found at <https://iloveguys.org/The-Standard-Reunification-Method.html>

Accountant Assemble rosters of who is on site and assist in identifying missing students or staff. In a very small reunification, one person can fill the role of Accountant and Checker.

Checkers Verify ID and that the person is on the emergency contact roster. Direct parents to the accountant or the Reunification Area.

Check-in Area Supervisor Establishes and manages the check-in process. Supervises checkers and accountants.

Class Leaders Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.

Communications Facilitate radio and other communication needs. May be combined with the PIO.

Exit Accountant Collects bottom slip of reunification card and checks students out once reunified. Can be combined with Exit Director role.

Exit Director The final person the students and parent/guardian see during the reunification process. They are available to answer any questions. Their most important role is to be a friendly face who offers a wave or hug. Often the school principal likes to fill this role. Can be combined with exit accountant.

Facilities Coordinate any physical plant needs.

Finance/Administration Chief Establish and manage administrative staff.

Flow Monitor Assist with guiding traffic flow and assisting parents/guardians as needed.

Greeters Help coordinates the parent lines. Tell parents about the process. Help verify parents without ID. Your most friendly staff members are good in this role.

Greeter Supervisor Establishes and manages the greeting area, Supervises greeters.

Liaison Officer Communicate with Fire, Medical or Law Enforcement.

Logistics Chief Establish and manage logistical staff.

Medical Staff Nurses or EMS personnel on-site

Mental Health Supervisor Oversees the coordination of mental health practitioners from a variety of agencies.

Nutrition Services Provide snacks and water.

Operations Chief Establish and manage operational staff.

Planning Chief Establish and manage planning staff.

Public Information Officer Communicate with parents and press, if appropriate. Coordinate use of mass calls or text messages. May be combined with the communications role.

Reunification Incident Commander Coordinates Priorities, Objectives, Strategies, and Tactics for an accountable, easy reunification of students with parents.

Reunifier Take the bottom of the Reunification Card to Assembly Area, locate the student and bring them to Reunification Area. Ask the student, "Are you okay going home with this person?" There's a lot of walking involved, so consider that when assigning people to this role.

Reunification Area Supervisor Establishes and manages the reunification area. Supervises reunifies.

Safety Officer Observe site and remedy safety concerns.

Scribe Document events. A yellow pad is sufficient.

Student Assembly Supervisor Establish and manage the Student Assembly Area.

Supervisor For span of control, some groups may need Supervisors.

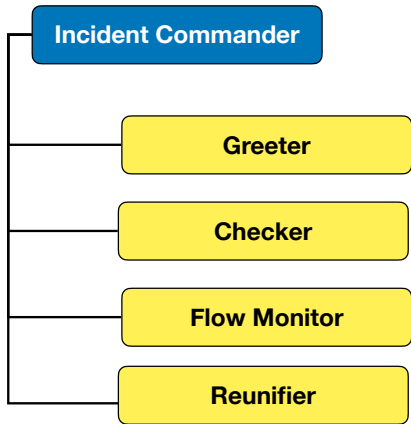
Transportation Directs transportation needs. May become a supervisor position.

Victim Advocates/Mental Health Professionals Standby unless needed.

ON-SITE PARTIAL REUNIFICATION

Incident Command Structure

This chart is an example of the organizational structure that might be used to conduct an On-site Partial Reunification.



Partial reunification is conducted when only part of the student body will need to be reunited, and very often results from a school being in Secure Protocol. It may be needed at the conclusion of a school day when there is an ongoing hazardous condition outside the school or in the area. It may be due to criminal activity in the area, or a local hazard that makes it unsafe for the students who usually walk home to do so.

Students who ride the bus home would still do so. If there is criminal activity in the area, the bus loading area will require elevated situational awareness and extra staff.

In some rural communities this might only involve a few students, whereas in many urban schools it might be majority of the student population in which case the number of roles as described on page 17 would be expanded.

Schools and districts should conduct a tabletop exercise in advance to talk through the potential hazards and discuss how to manage them.

Student Drivers

The age of the students will play a big role in how the school handles this. High school-age students will be able to manage much more independently than the younger students. Make a plan to address those who drive to and from school, and any students who carpool with them.

Workflow

A partial reunification can typically be successfully completed quickly with the school staff. However, there may be increased law enforcement nearby, and they may be available to assist. The minimum number of recommended roles is five people, plus one per 100 students to conduct this.

Students may either stay in a room with their teacher or be brought to an assembly area. In the assembly area, students remain with their teacher and classmates to maintain accountability. Discuss this in advance to decide what works best for your school.

We recommend parents and guardians show identification when they arrive at a check-in location. This ensures the correct person is picking up the student. Additionally, it displays an organized, thought-out process that will help maintain order and control in a potentially uncertain situation.

It's not uncommon to have a few students left if all parents cannot be located. It is the schools' and districts' responsibility to plan for this.

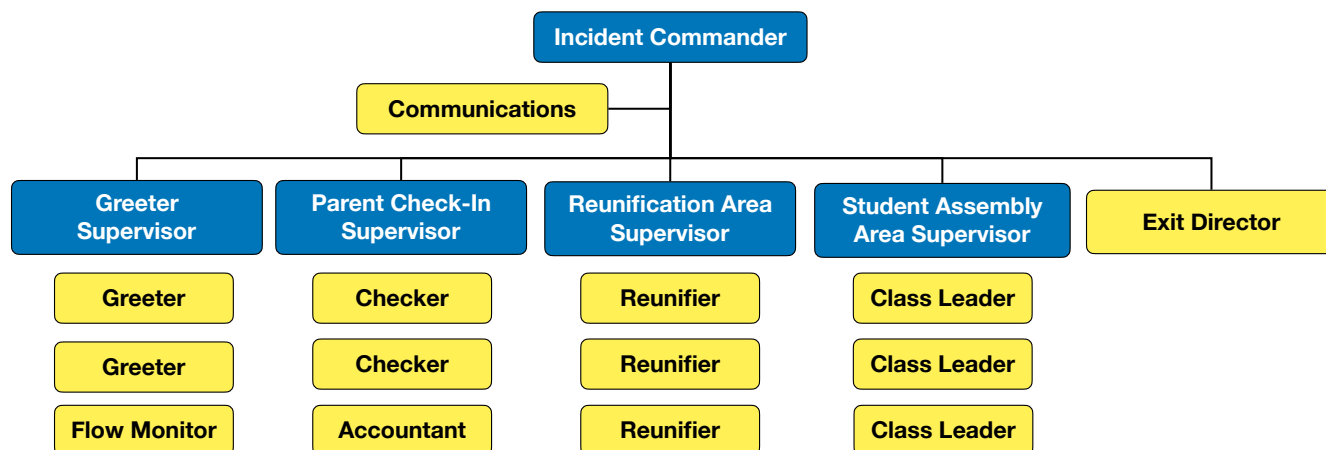
Communication

Notification of danger outside the school is usually received by the school from local public safety partners. If this is the case, keep lines of communication open throughout the duration of the incident to monitor events. If the situation is not resolved or minimized by the normal release time, students may be held until it's safe enough to release the buses and for parents to pick up the students who normally walk home.

Contact parents as soon as the problem is identified, let them know the students are safe inside, and the day will proceed as usual except that activities normally held outdoors will be held indoors. Set expectations as clearly as possible to keep stress levels down. This includes telling students what is happening and why you're using the Secure action.

If there is ongoing criminal activity in the area, parents and volunteers are discouraged from coming to the school, as that would put them in harm's way. If the situation becomes more manageable, the school might allow for monitored entry and controlled release. Communicate this to parents. There will be instances when a parent has arranged to pick up their child for an appointment during the day. Depending on what's going on and the information available, the school will have to decide how to handle that.

ON-SITE FULL REUNIFICATION



Incident Command Structure

The chart above is an example of the organizational structure that might be used to conduct an On-site Full Reunification. Remember, the minimum recommendation is five people, plus one per 100 students. The additional personnel per 100 students will typically fill more checker, greeter, reunifier, or flow monitor roles as needed. If available, the exit director role can also be filled.

The above chart shows the Incident Commander, a communications individual, and all of the Operations Section roles. In this example, the Incident Commander oversees the Operations Section directly. There is no Planning, Finance, or Logistics section. If these roles became necessary, the Incident Commander could assign them as needed.

An on-site reunification is for an event such as a power outage, water system or mechanical failure, which disrupts school operations. The event is small enough that the school isn't in danger but significant enough that it's not safe to continue operations for the remainder of the school day, and students will leave at an unusual time.

Sending students home on buses may not be a good plan because they could be arriving at locked and empty houses.

As with partial reunification, be sure to develop a plan for students who drive and those who ride with them.

Workflow

A full on-site reunification can often be completed by school staff but they may request assistance from the District. Again, students may either stay in a room with their teacher or be brought to an assembly area. In the assembly area, students remain with their teacher and classmates to maintain accountability. Discuss this in advance to decide what works best for your school.

Utilize the same parent/guardian identification method recommended for partial on-site reunification. Nothing changes in the process between the two types of reunifications, but it does expand with more support staff and more students to reunite.

Communication

Parent/guardian notification for an on-site reunification can most often be handled by the affected school staff. If needed, district personnel should be available to support.

Once it is determined that an unplanned dismissal will be occurring, the school initiates the preplanned communication protocol. Typically this involves phone calls, email, and text messages to parents and guardians. Inform them of the issue and why the change in dismissal time is occurring. It is important to inform them of the reason to avoid any unnecessary confusion or panic.

Even though the incident may not seem like a big event, be prepared for the media to arrive. Often times a story involving a school will fit nicely in the day's news cycle. Ensure staff is properly trained and briefed on what to say. Things like "we were well trained to conduct the reunification and are following our plan" will sound much better than "we were caught off guard but we are figuring it out." Having a well thought out and practiced plan will make everyone more at ease and that mindset will show during any media coverage.

OFF-SITE REUNIFICATION OVERVIEW

During an offsite reunification, as described on the following pages, there will be two separate teams. The district reunification team will deploy to the reunification site while a second team will go to the impacted school. This second team will facilitate transportation and initiate accountability processing. They are responsible for the safe evacuation and transportation of students, teachers, and staff to the reunification site whether it's a walking or driving location.

During a non-traumatic event, school staff may be able to serve as the impacted site team. After a traumatic event, however, they may not be able to fill those roles so it's recommended that the district sets up and trains the two-team method. Law enforcement should also be included in this training as district teams may not be able to get to the scene and it is imperative that accountability and transportation occur in an orderly and normalized process.

NASP Online:
Reunification Following School Evacuation

Ideally, the reunification site should be within walking distance so that the school is not dependent on other means of transportation as arranging for buses in the immediate aftermath of a crisis or disaster that requires evacuation can be very challenging. However, in some situations it may be best to evacuate students further away from the site, thus coordination must occur with district and/or community transportation personnel to plan for the use of district transportation in emergency situations. Transportation to and from the reunification site must include explicit consideration of students with disabilities and special needs. For some of these students, an individual evacuation plan may be necessary.

TEACHERS: STAY WITH YOUR STUDENTS

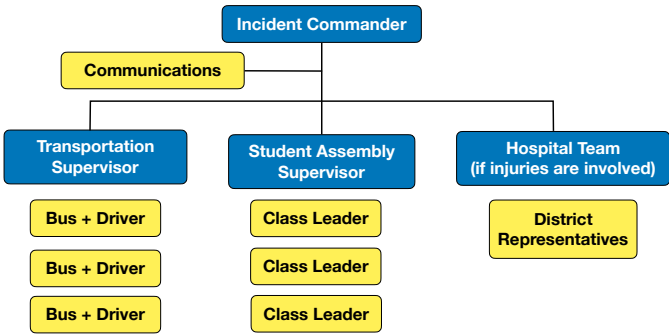
Interviews with safety directors directly impacted by crisis reveal a common thread. Often teachers will group together in the immediate aftermath, or assume their job is done when the police arrive on the scene. It's important to emphasize that teachers remain with their students, and aren't done until all of the students have been reunited with their families.

If possible, have teachers fill the roles of class leaders. This will assist with accountability as the teachers can remain with their students throughout the evacuation and reunification process. If the teachers are unable to fill that role, a pool of additional staff such as teaching assistants should be ready to step in. Teachers may be unable for a variety of reasons. They themselves could be parents and need to retrieve their own children. Additionally, the stress of an evacuation and reunification may impact their abilities to fill the role. Sometimes they will only require a short break, while at other times they need some extended attention.

Be sure to include teachers in the process and training. Inform them of counseling resources beforehand and have mental health professionals available as a part of your reunification team.

IMPACTED SCHOOL: TRANSPORT TEAM

- The team at the impacted school has these priorities:
- Assemble a master student roster, teacher roster, and guest roster
 - Identify and notify the reunification site
 - Provide safe transport of students and staff to the reunification site
 - Assign District personnel to go to the receiving health facilities if there are injuries, in coordination with Incident Command.



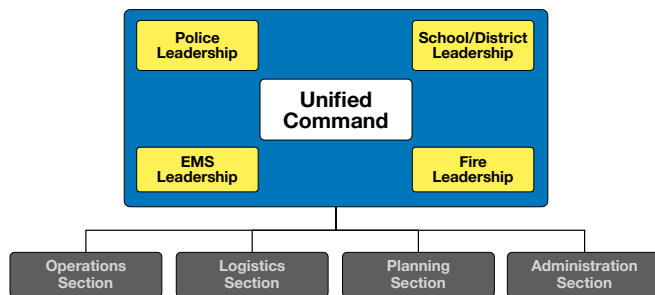
TRANSPORT ROLES AND DUTIES

- The following outlines the roles and duties of the Transportation Unit. For detailed tasks see the Job Action Sheets.
- Transportation Supervisor:** Whether the district runs its own buses or the service is contracted out, the Transportation Supervisor should be involved in all planning, drilling, and training for reunification.
- In combination with the Student Assembly Supervisor, coordinate resources (people and vehicles) to execute the safe and accountable movement of students and staff from an impacted site to the reunification site whether it's a walking or driving location.
- Supervise an orderly movement of people from the impacted site to the reunification site, and maintain communication with the reunification site about arrivals. Depending on the incident, you may want to keep the bus loading area secure and as uncrowded as possible. After a violent incident, securing the bus loading area will most likely be managed by Law Enforcement personnel.
- Class Leaders at the Impacted Site:** Report to the Student Assembly Supervisor. Communicate via radio to get students to the transportation area. Most often the Class Leader role is filled by teachers who will remain with the class during evacuation and at the reunification site to maintain accountability and continuity.
- Scribe:** Document the events. This includes all activities, updates, and actions and the time those took place.

UNIFIED COMMAND OVERVIEW

Unified Command is activated when there are multiple entities with legal authority to be in charge of an incident. For example, law enforcement will have authority in a school violence event, but schools and districts still remain responsible for students and staff (in loco parentis). Unified Command is sometimes used to include key incident stakeholders in decision-making and coordination. The school or district may or may not be viewed as a resource unless prior interaction and training has occurred with public safety partners.

With multiple organizations responding, Leadership of each entity with legal authority communicate with each other and channel information to the Unified Incident Commander.



PUBLIC INFORMATION OFFICER (PIO) OR JOINT INFORMATION CENTER (JIC)?

Clear communication, both internal and external, is essential when daily routines are disrupted. Minimally, in non-violent events, external communication is handled by the school or district personnel who usually manage public messaging and social media. This person is your PIO. If the media has a presence, your PIO should be communicating with them to make sure the messaging is agreed upon and consistent.

In larger incidents, and especially when there has been violence, Unified Command is activated, and there will be a Joint Information Center. It will include Law Enforcement and/or Fire PIOs, and often an Investigator alongside the school/district PIO.

The JIC is managed by the Lead Public Information Officer (PIO). As information is obtained, the PIO brings it to Incident Command, and messaging is formulated and delivered.

INCLUDING FIRST RESPONDERS

It is absolutely imperative that as the reunification plan is developed, first responders are brought into the process. Meeting with command staff, including PIOs, both law enforcement and Fire/EMS will generate two outcomes. First, they will look at your plan from their perspective. Second, they have suggestions you might not have thought of.

In the example chart above, police, fire, EMS, and school leadership will sit together and make decisions as a single unit. The decisions will be sent out to the subordinate sections to ensure unified objectives.

LAW ENFORCEMENT SUPPORT

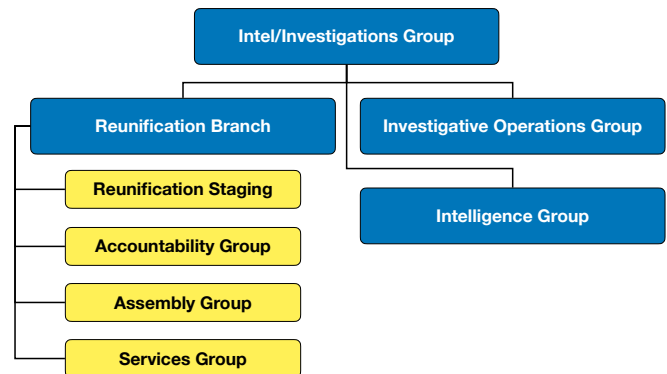
Depending on the type of event, the school may receive an influx of law enforcement officers. During a violent incident, the response might be overwhelming at the impacted site. Ensure that in training prior to an incident, the school, district, and law enforcement leadership is aware of additional need for law enforcement support at the reunification site.

At the reunification site, law enforcement support may be necessary. Some assignments may include:

- Traffic Control
- Crowd Control
- ID Verification
- Perimeter Control
- Security
- Liaison

LOOKING AT REUNIFICATION FROM A LAW ENFORCEMENT PERSPECTIVE

SRM V3 presents a number of organizational structures from a school or district perspective. In the face of an active assailant, when Law Enforcement takes the lead in Unified Command, they may implement an ICS structure supporting the needs of witness interviews, evidence retention and other legal responsibilities.



Source: C3Pathways, ASIM - <https://c3.cm/asc>

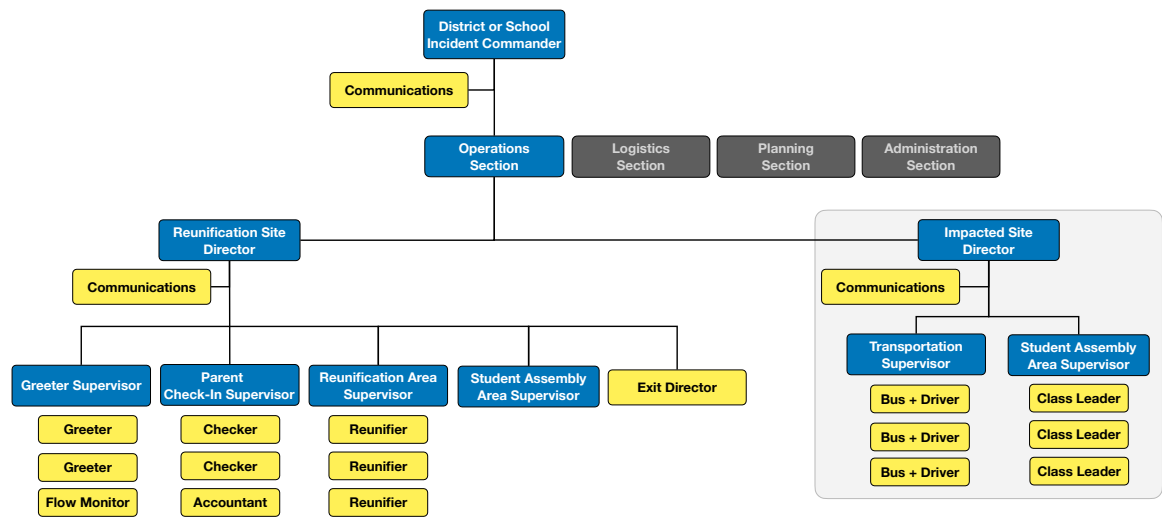
WHO ARE VICTIM ADVOCATES?

Many law enforcement agencies, district attorneys, and prosecutors have victim advocates on staff and a cadre of trained volunteers. In many states and counties, they are charged to protect and promote the rights of victims. They often deploy when there is a crisis. Very often they are trained in Psychological First Aid and can be helpful with crisis counseling, if needed, during a reunification. Get to know these community partners.

PARTNERSHIPS

During one Standard Reunification Method workshop conducted by The Foundation, a fire chief requested the training for every fire station in his city. When questioned why, he replied, "We are going to be on the scene. If we're not actively engaged in fire or EMS, we can help with the reunification process." This is a perfect example of a community that is ready to work as a team instead of as separate entities.

OFF-SITE REUNIFICATION -
NON-VIOLENT EVENT



Offsite Non-Violent Event

An off-site reunification is conducted when something happens which makes it unsafe or unhealthy to remain in the building or even a specific area. This could be a gas leak, fire, potential flooding, or something similar.

Transporting students to a different location creates a very different dynamic for parents and families.

The chart above shows an example of the organizational structure that might be used to conduct an evacuation and reunification of the entire student population during a non-violent event.

Workflow

An offsite reunification requires more people simply because there are more moving parts. The minimum recommendation is five people, plus one per 100 students.

While waiting to evacuate, students may either stay in a room with their teacher or be brought to an assembly area. In the assembly area, students remain with their teacher and classmates to maintain accountability. Alternatively, you may choose to move people directly to buses, one classroom at a time.

At the reunification site, we recommend parents and guardians show identification when they arrive to pick up their child. This ensures the correct adult is picking up the student and it displays an organized, thought-out process that will help maintain order and control in a potentially chaotic situation.

It's not uncommon to have a few students left whose parents/guardians cannot make it to the site. It is the schools' and districts' responsibility to have a plan in place to address that.

Communication

Let parents know as soon as possible, and tell them exactly what is going on and when they might be able to pick up their child. If students will be transported off-site, it's advisable not to immediately tell parents where the site is as parents may cause traffic problems before students and staff arrive.

Preparation

Create relationships in advance with other schools and community partners for reunification sites. It is advisable to create a Memorandum of Understanding with them in order to set expectations and understand responsibilities.

Plan in advance to have a site within walking distance as well as a transport site farther away. The time of day and weather conditions are some of the factors determining which site will be used.

Create classroom go-bags and have them packed with items that your student population requires.

Plan for the accommodations that your students and staff with disabilities may require, making sure to include people with temporary mobility injuries.

Have a plan in place in advance to address high school students who drive to school and/or carpool.

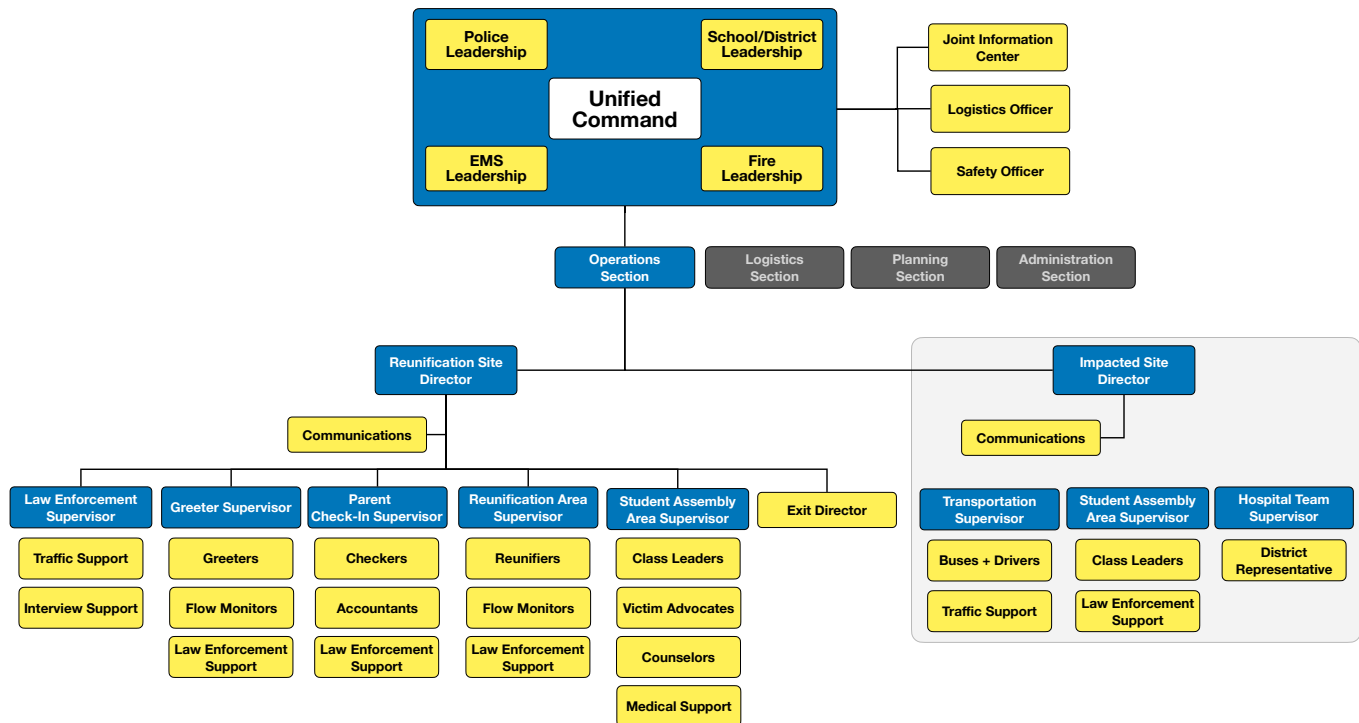
Law Enforcement may be available to assist with safety and traffic control.

Communication Between the Reunification Site and Impacted Site

During a non-violent event requiring evacuation and reunification, the school and district will be responsible for most of the activities. A transport team will be required at the impacted site and a reunification team will be needed at the reunification site.

The District Incident Commander could be located at the reunification site or the impacted school site. It is recommended to go to the reunification site since that location will be operating for the longer period of time.

OFF-SITE REUNIFICATION - VIOLENT EVENT



Off-site Violent Event

In the event of violence on campus or in a school, the school must be evacuated because it is now a crime scene. A number of additional resources will arrive, the command structure is adjusted, and extra precautions and actions are necessary.

The chart above shows an example of the organizational structure you may see during a large-scale violent event. What is not shown is the law enforcement, fire, and EMS coordination that will be occurring simultaneously. We only illustrate the reunification specific roles. However, there will be an entire operations section, group, or branch dedicated to tactical response, medical first aid, and evacuation.

This information is here so school safety teams understand this will happen. Acknowledge it and plan for it.

Law Enforcement will arrive and assume command of the impacted site. It is important for both groups to acknowledge that, at this point in time, there are most likely two separate incident command structures which are operating independently. The first is the one initiated by the school in response to the threat or hazard. That structure will be in place prior to the arrival of public safety officials. Once those responders arrive they will initiate their own command structure. As quickly as possible these structures need to be linked up. Eventually, it is likely a Unified Command will be set up. It is crucial that district leadership is a part of the Unified Command.

Workflow

A reunification following a violent event is going to require district support as the impacted school staff may be unavailable. The district reunification team should report to the reunification site and establish communications with incident command.

The school district should be responsible for deciding when it's time to announce the reunification site. Depending on the situation, they may decide to announce it quickly in order to keep parents from arriving at the impacted school.

Evacuation

This discussion assumes that the school is in Lockdown. Law Enforcement most likely will be clearing the classrooms. School personnel should be prepared to assist law enforcement with maps, keys, and information regarding alternative exit pathways to avoid bringing students through, or within sight of, the crime scene(s).

Classrooms can be cleared either to an interior or exterior Assembly Area or directly to a bus if Transportation has been able to get buses there. Either way, every effort should be made to keep the evacuees away from the site of the violence. This could mean bringing some classes to an exit they would not normally use and around the building to the destination.

If body searches are being conducted, if possible find a way for these to occur out of the public's sight.

Move students and staff off-site as quickly as possible while maintaining safety measures. They may arrive at the reunification site before it's set up, in which case they can stay on the buses.

SRP Lifecycle with



EXAMPLE 1: SECURE

Scenario: Criminal activity in the area has resulted in the school going into the Secure protocol. Students were brought into the building. Business as usual inside, but no one is let in or out.

Law enforcement has indicated that school can be released at the normal time even though the situation outside isn't completely resolved.

Considerations: With criminal activity in area of the school, it's decided that students who walk home should have their parents/guardians pick them up.

Incident Command: Because there was no criminal or safety issue in the school, Incident Command would be led by the school safety team. Coordination with Law Enforcement Incident Command about the status of the criminal activity would be necessary.

Public Information Officer: Because the school was not directly involved in criminal activity, the school or district would lead public information within the school community. The District and Law Enforcement PIOs work with the Incident Commander to develop media messaging.

Notifications: Depending on the situation, parents/guardians and media will be notified of what is occurring and the status of student reunification. Additional notification will be made to parents who would need to pick up their students.

Police Role in Reunification: With criminal activity in the area, but not directly near the school, officers may be asked to assist with reunification. Some duties might include assisting with parent/guardian identification (for the parents without ID), traffic control, or simply uniformed presence. Patrol resources may also be relocated near the school.

SECURE LIFECYCLE

- School is placed in Secure Protocol.
- Parents/guardians are notified.
- Business goes on as usual within the school as much as possible.
- Law enforcement presence around the school may be increased.
- At release time, if the situation hasn't been resolved, the Standard Reunification Method is utilized for the students who walk home at the end of school day.



EXAMPLE 2: LOCKDOWN

Scenario: An armed intruder is seen in the school building by a staff member who announces a Lockdown and calls 911. Students and staff immediately take action to avoid injury. The intruder causes damage to the building prior to Law Enforcement arriving.

Considerations: Because it is an active law enforcement response and investigation, the decision is made to transport students to a nearby community center for reunification.

Unified Command: Because it is an active crime scene, law enforcement would establish a unified command with school officials.

Reunification Incident Command: At the reunification site, a command structure is established to manage the reunification.

Joint Information Center: Because it is an active crime scene, the law enforcement PIO would be the primary press representative. The school or district PIO would be in the JIC, communicating with the PIO at the reunification site.

Notifications: Parents/guardians and media are notified that the school has been placed in Lockdown. Additional notifications are made to parents/guardians about the location of the reunification site once students are in route or at the site.

Police Role in Reunification: While the school has become an active crime scene, some officers will be assigned to the reunification site. Depending on the site, police may decide to sweep the area prior to students arriving. In addition to the duties outlined in the Secure example, detectives may be on scene for witness interviews and statements.

LOCKDOWN LIFECYCLE

- School is placed in Lockdown Protocol.
- Multiple law enforcement agencies arrive on scene.
- Parents/guardians begin to arrive outside of the police perimeter.
- Media arrives on scene.
- Internet, WiFi, and cell services become intermittent or unresponsive.
- Police secure the reunification site.
- District mobilizes Reunification Team.
- Buses are deployed and students are transported to the reunification site.
- Parents/guardians are notified of location.
- The Standard Reunification Method is utilized.

Reunification



EXAMPLE 3: EVACUATE

Scenario: An unknown cause has resulted in thick smoke in a school. Students successfully evacuate to the football field.

Considerations: Because it is still an active fire response and investigation, and the area is experiencing inclement weather, a decision is

made to transport students to a nearby high school for reunification.

Unified Command: Because it is an active fire event, the fire department would establish unified command with school officials.

Reunification Incident Command: At the reunification site, a command structure is established to manage the reunification.

Joint Information Center: Because it is an active fire event, the fire department PIO would be the primary press representative. The school or district PIO would be in the JIC, communicating with the PIO at the reunification site.

Notifications: Parents/guardians and media are notified that the school has been evacuated. Additional notifications are made to parents/guardians about the location of the reunification site once students are in route or at the site.

Police Role in Reunification: While the school is an active fire scene, the school requests assistance from law enforcement. Officers are assigned to the reunification site.

EVACUATE LIFECYCLE

- Parents/guardians begin to arrive outside the perimeter.
- The media arrive on scene.
- Internet, WiFi, and cell services are intermittent or unresponsive.
- Police secure the reunification site.
- District mobilizes Reunification Team.
- Buses are deployed and students are transported to the reunification site.
- Parents/guardians are notified of site location.
- The Standard Reunification Method is utilized.



EXAMPLE 4: SHELTER

Scenario: A tornado has unexpectedly touched down in a neighborhood. The local elementary school has gone into the Shelter Protocol with all students and staff taking refuge in appropriate locations.

Considerations: The tornado blew down trees and power lines. Roads are closed and there is no access to the school at this time. The school was not damaged but students will need to remain on-site until the roads are cleared and their parents/guardians can arrive.

Unified Command: School officials will be working with the district, local emergency management, law enforcement, public works, and utility companies to clear the roads and get access to the school.

Reunification Incident Command: The school is serving as the reunification site. Since the school was not damaged there was no need for an evacuation. The school staff will serve as the reunification team.

Joint Information Center: The district PIO will work with the town officials to handle communications and notifications.

Notifications: Parents and media are notified that the school was undamaged and all students and staff are safe at this time. Parents will be notified once the roads are cleared and they can pick up their children.

Police Role in Reunification: Law Enforcement will be used to ensure the safety of the tree clearance teams. They may be requested to help with traffic flow in and around the school once the roads are clear.

SHELTER LIFECYCLE

- Shelter Protocol is enacted, students and staff take shelter.
- Shelter is lifted once it is safe
- Notification goes out to parents
- School ensures the safety of the students, and prepares for a reunification
- Routes are cleared
- Parents begin to arrive
- The Standard Reunification Method is utilized.

SRM Staging the

STEP 1

ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.



Priorities: Student and staff safety and wellbeing
Student and staff whereabouts and condition
Assemble affected school command staff
Integrate with Unified Command
Joint Information Center established

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2

CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.



If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

SPECIAL NEEDS POPULATIONS

The Individuals with Disabilities Act mandates additional supports for students with special education needs in school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.



SRM Actions and

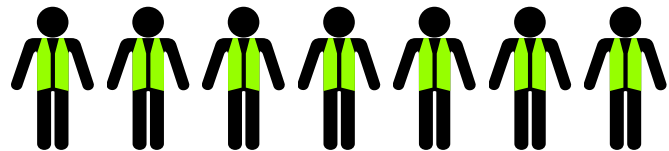
COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.



REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.

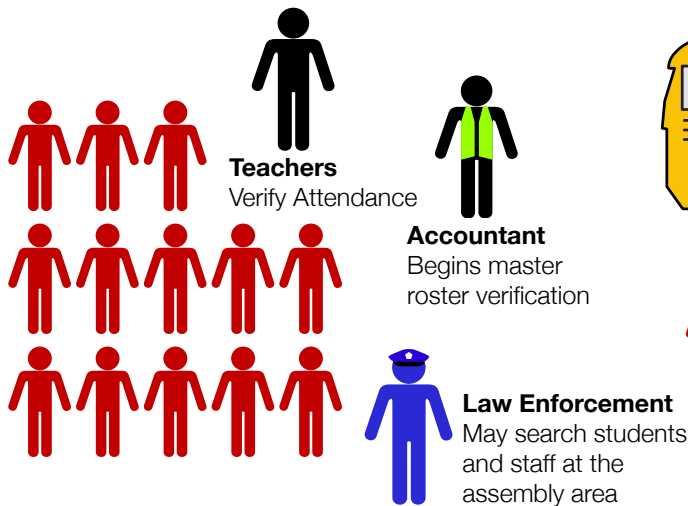


School for Transport

STEP 3

SECURE ASSEMBLY AREA

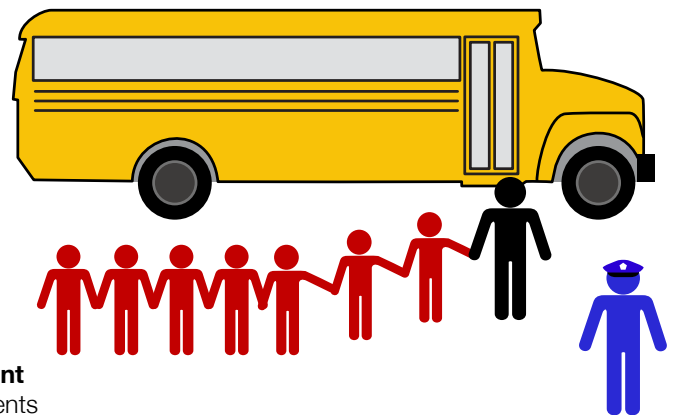
At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



STEP 4

STUDENT AND STAFF TRANSPORT

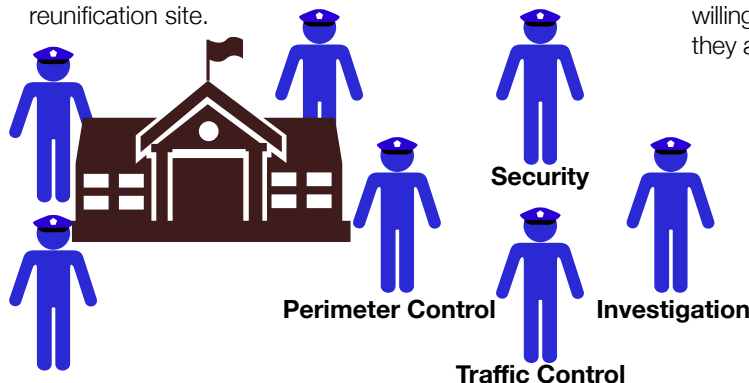
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



Considerations

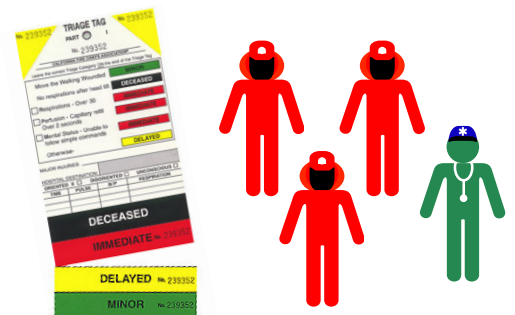
LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



FIRE AND EMS CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.



SRM Staging the

ASSEMBLY AREA

STUDENTS ENTER OUT OF PARENTAL VIEW

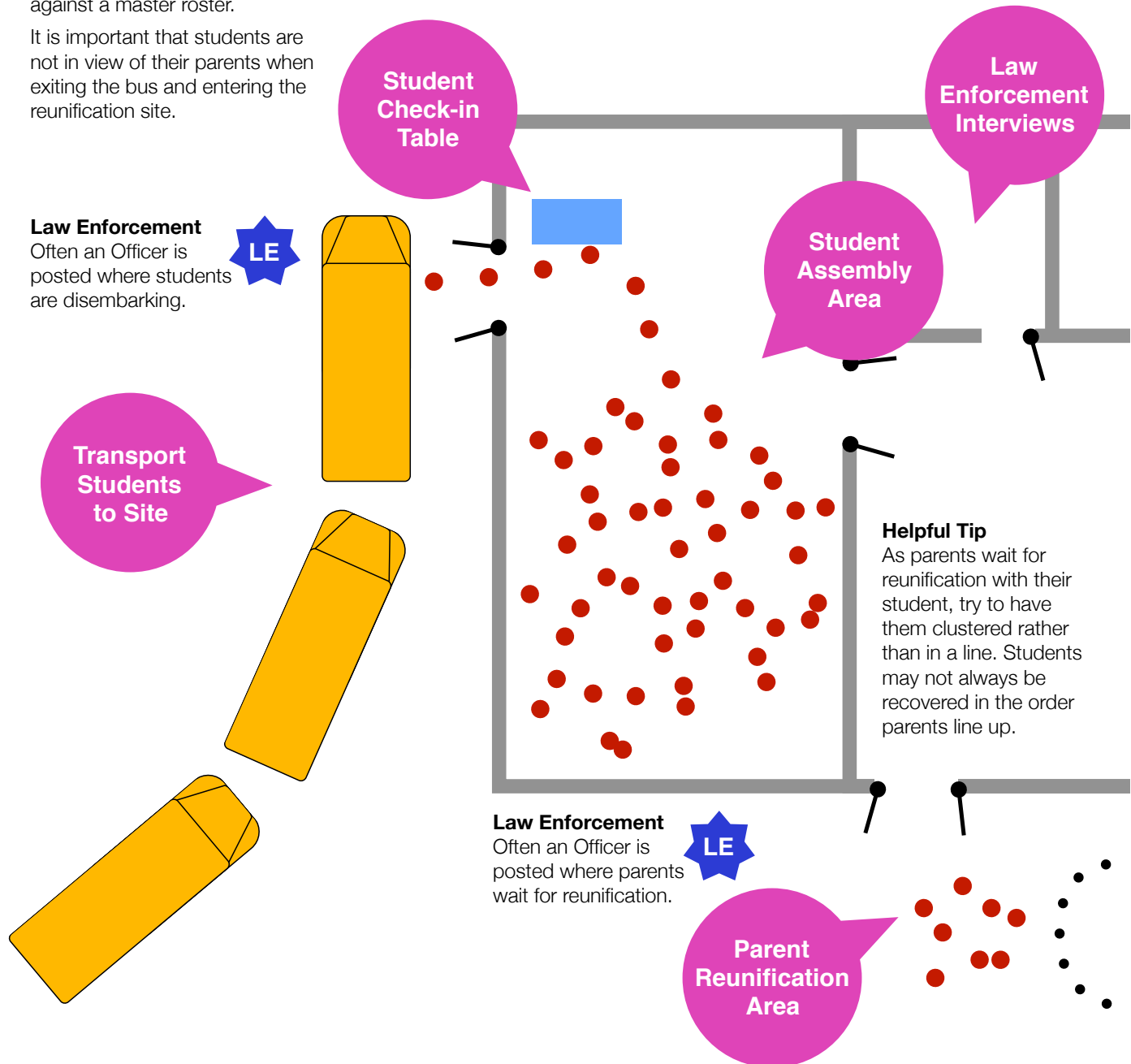
Students are transported to the Reunification Site and are then directed to the Student Assembly Area. Often this is a cafeteria or gymnasium. Upon arrival, students are verified against a master roster.

It is important that students are not in view of their parents when exiting the bus and entering the reunification site.

GREETING AREA

PARENTS ARE MET HERE

As parents arrive, signage directs them to Parent Check-in Table. Greeters begin the process by asking parents to complete the Reunification Card.



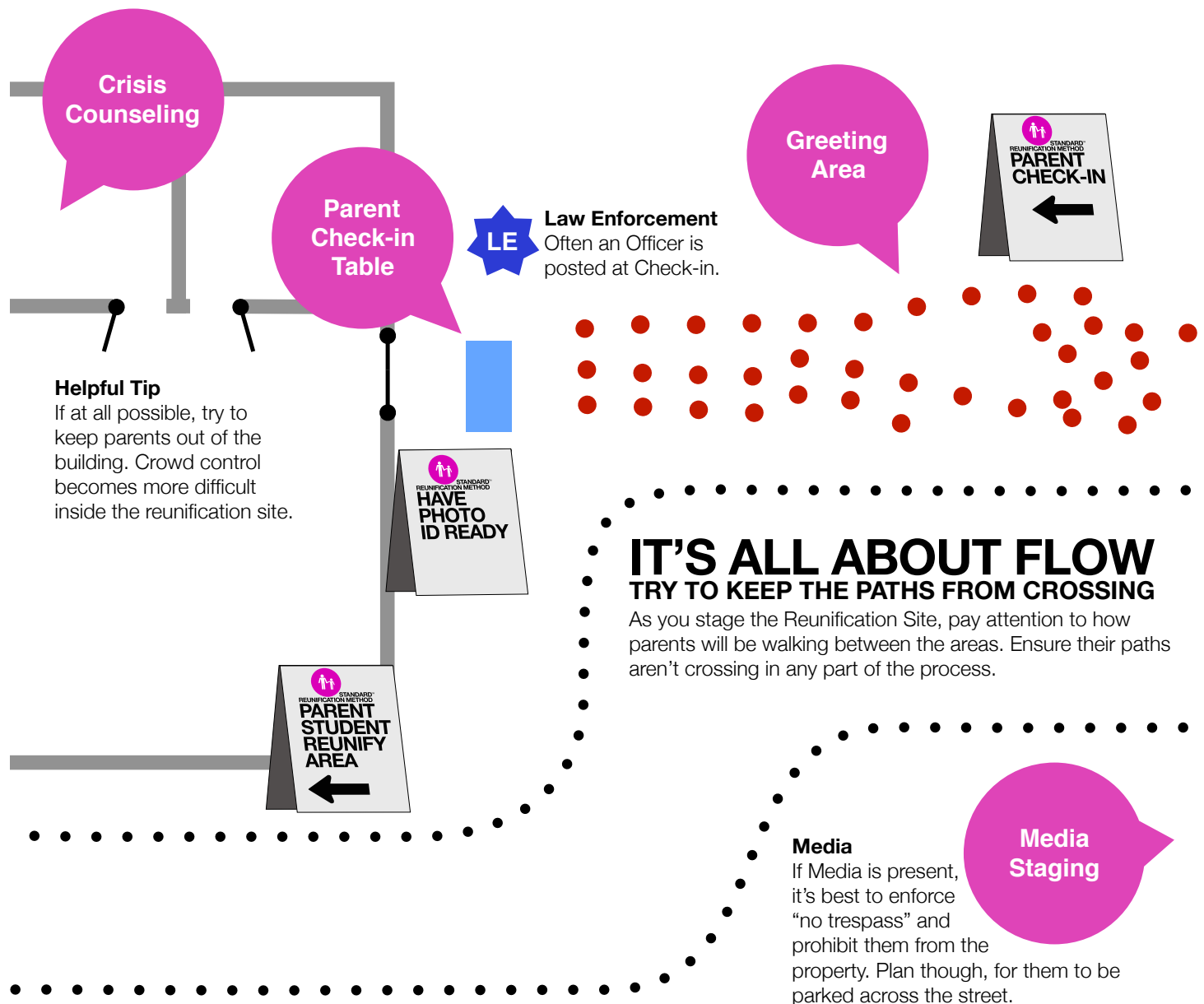
Reunification Site

CHECK-IN TABLE SET UP MULTIPLE LINES

Establish parallel check-in lines based on first initial of last name. Checkers verify ID and custody.

REUNIFICATION AREA PARENT STUDENT REUNIFICATION

As their tasks are completed, Greeters and Checkers can be reassigned as Reunifiers.

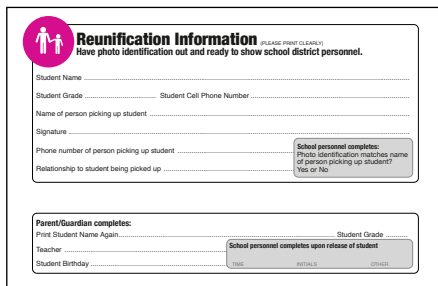


SRM The Process

Step 1

Greetings

As parents arrive at the reunification site, Greeters explain the process and distribute Reunification Cards.



Reunification Information PLEASE PRINT CLEARLY
Have photo identification out and ready to show school district personnel.

Student Name _____ Student Cell Phone Number _____
 Student Grade _____
 Name of person picking up student _____
 Signature _____
 Phone number of person picking up student _____
 Relationship to student being picked up _____

School personnel completes:
 Photo identification matches name of person picking up student? ☐ Yes ☐ No

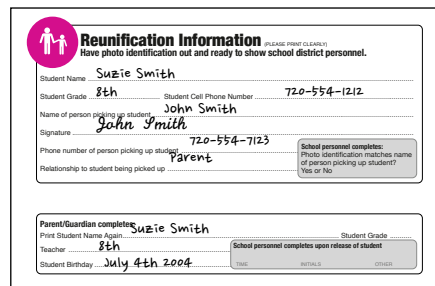
Parent/Guardian completes:
 First Student Name Again _____ Student Grade _____
 Teacher _____
 Student Birthday _____

School personnel completes upon release of student:

Step 2

Parents fill out card

Parents complete the information requested on the card, and begin to self sort into lines.



Reunification Information PLEASE PRINT CLEARLY
Have photo identification out and ready to show school district personnel.

Student Name Suzie Smith Student Cell Phone Number 720-554-1212
 Student Grade 8th
 Name of person picking up student John Smith
 Signature John Smith
 Phone number of person picking up student 720-554-7123
 Relationship to student being picked up Parent

School personnel completes:
 Photo identification matches name of person picking up student? ☒ Yes ☐ No

Parent/Guardian completes:
 First Student Name Again Suzie Smith Student Grade _____
 Teacher _____
 Student Birthday July 4th 2004

School personnel completes upon release of student:

Step 3

Checkers Verify ID

Parent custody is verified. The card is torn on the perforation and the bottom is returned to the parent. The top is given to the Accountant.



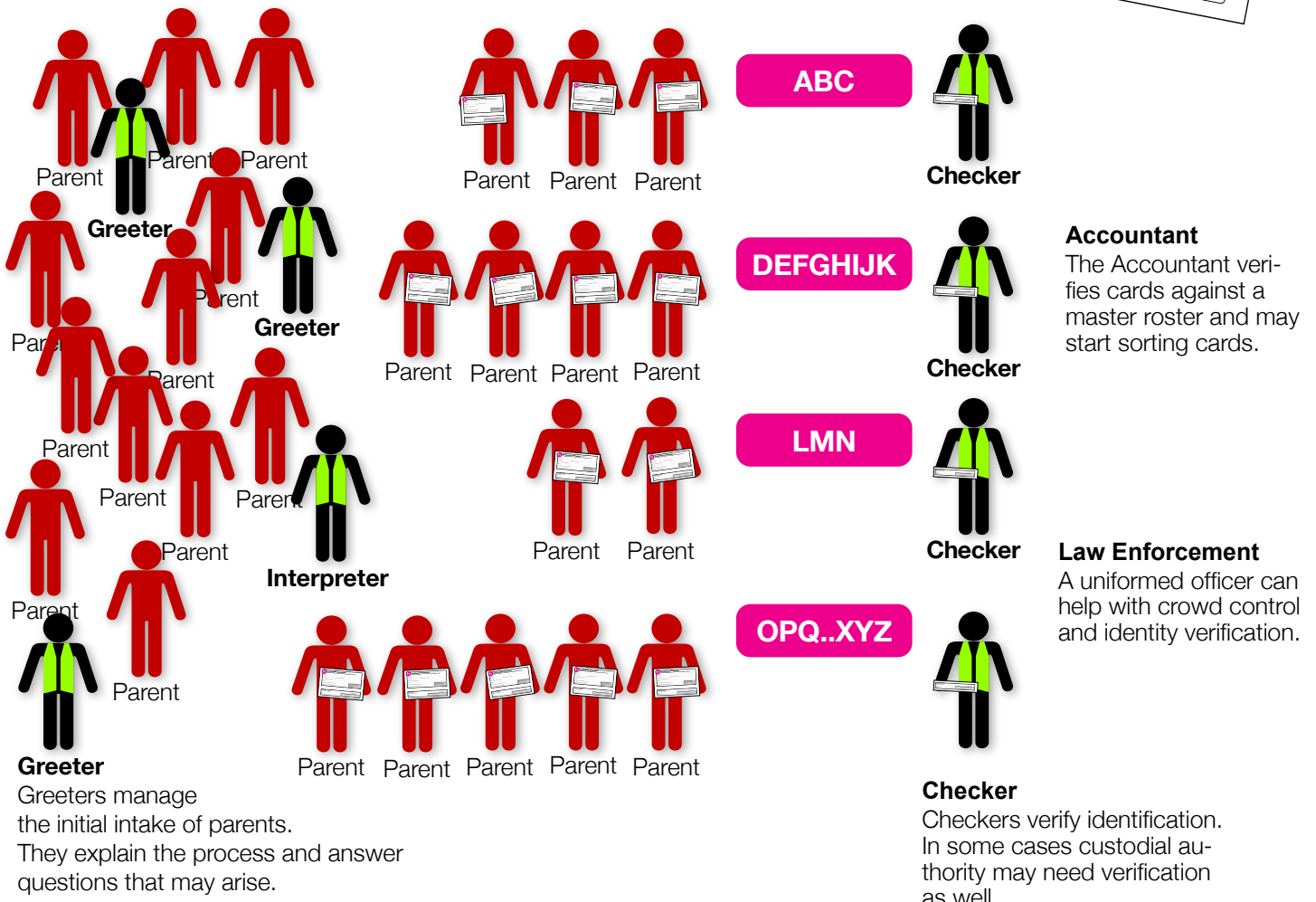
Reunification Information PLEASE PRINT CLEARLY
Have photo identification out and ready to show school district personnel.

Student Name Suzie Smith Student Cell Phone Number 720-554-1212
 Student Grade 8th
 Name of person picking up student John Smith
 Signature John Smith
 Phone number of person picking up student 720-554-7123
 Relationship to student being picked up Parent

School personnel completes:
 Photo identification matches name of person picking up student? ☒ Yes ☐ No

Parent/Guardian completes:
 First Student Name Again Suzie Smith Student Grade _____
 Teacher _____
 Student Birthday July 4th 2004

School personnel completes upon release of student:



in 6 easy steps

Step 4

Reunification Area

At the Reunification Area, parents give the bottom of the card to a Reunifier. The Reunifier goes to the Assembly area to recover the student.

Step 5

Student Reunification

The Reunifier returns the student to their parents asking the student if they feel comfortable leaving with that adult. They then note the time, and initial the bottom of the card.

Step 6

Accountability

The Reunifier delivers the bottom of the card to the Student Assembly Accountant. The Accountant may start sorting the cards.

Parent/Guardian completes:		Student Grade
Print Student Name Again: Suzie Smith		
Teacher: 8th	School personnel completes upon release of student	
Student Birthday: July 4th 2004	TIME	INITIALS

Parent/Guardian completes:		Student Grade
Print Student Name Again: Suzie Smith		
Teacher: 8th	School personnel completes upon release of student	
Student Birthday: July 4th 2004	TIME: 15:25	INITIALS: PH

Parent/Guardian completes:		Student Grade
Print Student Name Again: Suzie Smith		
Teacher: 8th	School personnel completes upon release of student	
Student Birthday: July 4th 2004	TIME: 15:25	INITIALS: PH



Principal

It may be beneficial to have the school principal in the area where students and parents are reunited.

What If?

the student isn't there?

If the student isn't in the Assembly Area, the Reunifier hands the card to a Victim Advocate/Crisis Counselor.

Parent/Guardian completes:		Student Grade
Print Student Name Again: Suzie Smith		
Teacher: 8th	School personnel completes upon release of student	
Student Birthday: July 4th 2004	TIME	INITIALS

Separate

the parent from the line

The Victim Advocate/Crisis Counselor then separates the parent from the other parents in line and brings them to a private location.



Law Enforcement

A uniformed officer can help with crowd control and keep the peace.



SRM The Card

REUNIFICATION INFORMATION CARDS

The Standard Reunification Method was created to manage not just the students, but the parental experience of reunification as well. The Reunification Card is an essential element of the method.

Some might initially protest, “What! More Paperwork?” And the answer is “Yes. Precisely.” Beyond providing a mechanism for accountability, the card demonstrates to parents that there is a process for this. It shows that school or district has a plan and a method.



The psychology behind the process begins to offer the parent some measure of order in what might be a stressful time. Filling the card out, then separating the top from the bottom, handing the card to the Reunifier, gives the parent feedback, demonstrating progress in the process. The bottom of the card also provides proxy identification for the parent, removing the need to ID them at every phase.


Send it home in advance?

A question often comes up about whether the school should send the cards home in advance and request parents fill out and return them. Certainly an option, but it creates unnecessary work in collecting the cards and diminishes the parent experience. One alternative is to send the cards home, with the handout, and ask parents to complete the card and put it in their car. This gives parents an expectation of the process and some parents will complete the request.

This is available at iloveguys.org and is also reprinted on page 34.

AVAILABLE IN SPANISH

The Reunification Card is also available in Spanish. Check the website for new translations.

**Reunification Information** (PLEASE PRINT CLEARLY)
Have photo identification out and ready to show school district personnel.

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

School personnel completes:
Photo identification matches name of person picking up student?
Yes or No

Parent/Guardian completes:

Print Student Name Again..... Student Grade

Teacher

Student Birthday

School personnel completes upon release of student
TIME INITIALS OTHER

Reunificación

Primero, queremos agradecerle su paciencia durante esta reunificación. Compartimos la misma meta durante este proceso: Reunirlo a Ud. y a su estudiante lo más rápido posible. La razón por la cual estamos haciendo esto es que un acontecimiento ha ocurrido en la escuela que nos manda a juntarle personalmente con su niño.

Instrucciones

1. Por favor complete la información del otro lado de esta tarjeta.
2. Prepare su identificación (si usted no tiene identificación con usted, por favor muévase al lado de la línea/fila, puede tomar un poco verificar su identidad.)
3. Seleccione la fila de registro basada en apellido del estudiante o grado del estudiante.
4. Después del registro, el personal partirá esta tarjeta en dos y un corredor será enviado para traer a su estudiante. Por favor camine hacia la ubicación de reunificación.
5. Si ha habido una lesión u otras preocupaciones, puede pedirle reunirse con un consejero.
6. Por favor no le grite al personal de la escuela o del distrito. Completaremos esto lo más rápido posible.

Firma del Padre o Tutor

He leído y entiendo estas instrucciones.

Imprima su Nombre..... Fecha.....

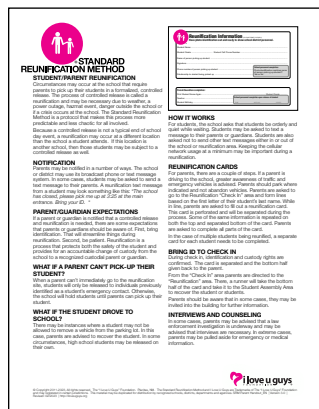
Firma.....

PRESS READY ARTWORK

The Reunification Cards are press ready for your printer. The artwork is set up for Work and Tumble¹ on 8 1/2" x 11" index card stock. Ask your printer for a strong perforation. There is little worse than a “bad perf” on reunification day.

¹ “In prepress and printing, an imposition or layout in which one plate contains all the images (pages) to be printed on both sides of a sheet. When one side of a job has been printed, the pile of printed sheets is turned over, the edge of the sheet that was the gripper edge for the first side becoming the back edge for the second side. After printing, the sheet is cut in half, yielding two identical units.”

¹ Source: PrintWiki – the Free Encyclopedia of Print. <http://printwiki.org>





Reunification Information

(PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

School personnel completes:

Photo identification matches name of person picking up student?

Yes or No

Parent/Guardian completes:

Print Student Name Again..... Student Grade

Teacher

Student Birthday

School personnel completes upon release of student

TIME

INITIALS

OTHER

Signature

Print Your Name

Date

I have read and understand these instructions.

Parent/Guardian Sign Off

6. Please don't shout at school or district staff. We'll get through this as quickly as possible.

5. If there has been injury or other concerns, you may be asked to meet a counselor.

Reunification Location.

4. After check-in, staff will split this card and a runner will be sent to recover your student. Please step over to the

3. Select the check-in line based on either student last name or student grade.

verify your identity.)

2. Prepare identification (if you don't have ID with you, please move to the side of the line, it may take a little longer to

1. Please complete the information on the other side of this card.

Instructions

has occurred at the school that mandates we personally reunite you with your child.

First, we want to thank you for your patience during this reunification. We share the same goal during this process: Getting you and your student back together as quickly as possible. The reason we're going through this is that an event

Reunification



STANDARD REUNIFICATION METHOD

STUDENT/PARENT REUNIFICATION

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat event, danger outside the school or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

NOTIFICATION

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: *"The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID."*

PARENT/GUARDIAN EXPECTATIONS


If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

WHAT IF A PARENT CAN'T PICK-UP THEIR STUDENT?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

WHAT IF THE STUDENT DROVE TO SCHOOL?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.

 Reunification Information <small>(PLEASE PRINT CLEARLY)</small> Have photo identification out and ready to show school district personnel.	
Student Name	
Student Grade	Student Cell Phone Number
Name of person picking up student	
Signature	
Phone number of person picking up student	School personnel completes: Photo identification matches name of person picking up student? Yes or No
Relationship to student being picked up	
Parent/Guardian completes:	
Print Student Name Again	Student Grade
Teacher	School personnel completes upon release of student TIME INITIALS OTHER
Student Birthday	

HOW IT WORKS

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

REUNIFICATION CARDS

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

BRING ID TO CHECK IN

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

From the "Check In" area parents are directed to the "Reunification" area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students.

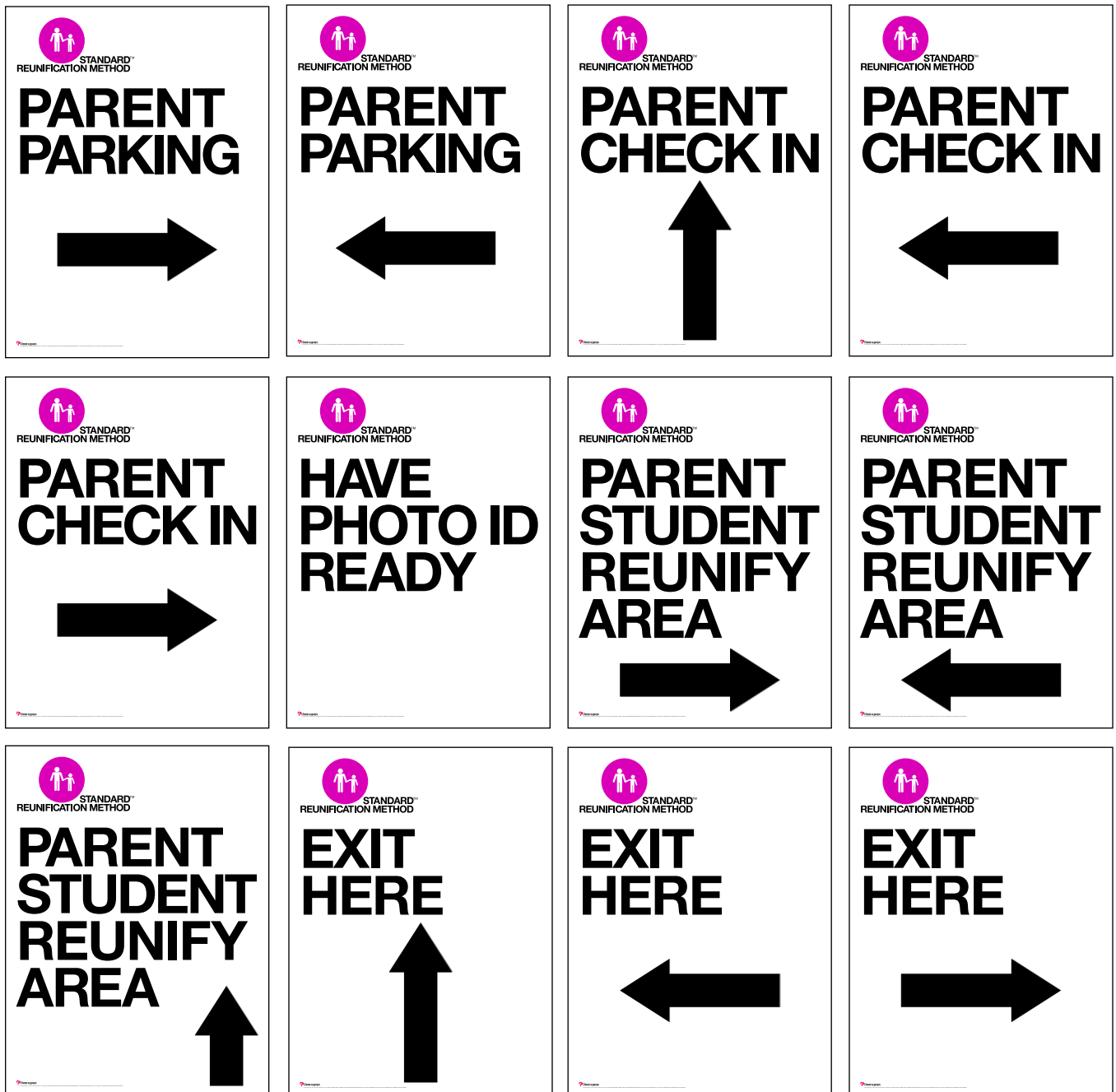
Parents should be aware that in some cases, they may be invited into the building for further information.

INTERVIEWS AND COUNSELING

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.



SRM Signage



FAQs

FREQUENTLY ASKED QUESTIONS

Since introducing the Standard Reunification Method in 2012, thousands of districts, departments, and agencies have scrutinized, evaluated, and ultimately implemented the program. During the process, some questions seem to come up often.

SERIOUSLY, WHAT DOES IT REALLY COST?

Since its introduction in 2009, public K12 schools, districts, departments, and agencies were free to use The “I Love U Guys” Foundation programs at no cost.

In 2015, the Foundation expanded availability and now offers the programs to any public or private organization at no charge. Simply download the materials and begin the process.

DO WE NEED TO BUY TRAINING IN ORDER TO USE THE PROGRAMS?

No. We’ve attempted to put enough material online so that schools and law enforcement can successfully implement Foundation programs. We know of thousands of schools across the US and Canada that have implemented the programs using internal resources.

That said, part of our sustainability model relies not just on charitable giving, but on providing training for districts, departments and agencies. If your organization is interested in Foundation training, please contact us for rates and terms.

CAN I MODIFY MATERIALS?

Some details may need to be customized to your location. For instance, the classroom poster should be modified to include hazards and safety strategies that are specific to your location.

ARE THE SOURCE MATERIALS AVAILABLE?

Yes. Some of the materials are available. Original, digital artwork can be provided to organizations that have signed a “Notice of Intent” or a “Memorandum of Understanding” with The “I Love U Guys” Foundation.

Please note: Currently, we are migrating most documents to Pages on the Mac.

CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?

With the exception of the Reunification Operation Kit, no. Retaining the graphic integrity of the materials proved beyond our capabilities using Microsoft Word.

CAN I REALLY USE THE MATERIALS? WHAT ABOUT COPYRIGHTS AND TRADEMARKS?

Schools, districts, departments, agencies, and organizations are free to use the materials under the “Terms of Use” outlined in this document.

DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?

No. You really don’t need to ask permission. But, it would be fabulous if you let us know that you’re using our programs.

DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?

It is not necessary to sign an MOU with the Foundation, but please consider it. The Foundation is committed to providing programs at no cost, yet program development, enhancement and support are cost centers for us. One way we fund those costs is through private grants and funding.

An MOU is a strong demonstration of program validity and assists us with these types of funding requests.

DO I HAVE TO SEND A NOTICE OF INTENT?

In the absence of an MOU, a Notice of Intent provides similar value to us regarding demonstrations of program validity to potential funders.

DO I HAVE TO NOTIFY YOU AT ALL THAT I AM USING THE SRM?

We often speak with school safety stakeholders who have implemented the SRM but hadn’t mentioned it to us. Please, please, please let us know if your school, district, department, or agency is using the SRP.

It is our goal that the SRP becomes the “Gold Standard.” The more schools, districts, departments, and agencies that we can show are using the program, the greater the chance of achieving our goal.

CAN I PUT OUR LOGO ON YOUR MATERIALS?

Yes. But with some caveats. If you are a school, district, department, or agency you may include your logo on posters and handouts. If you are a commercial enterprise, please contact us in advance with your intended usage.

In some states, we have curriculum adoption agreements with “umbrella” organizations. In those states, we ask that you also include their branding.

WE WOULD LIKE TO PUT THE MATERIALS ON OUR WEBSITE.

Communication with your community is important. While you are free to place any material on your website, it’s preferable that you link to the materials from our website. The reason for this is to allow us to track material usage. We can then use these numbers when we seek funding.

But, don’t let that be a show-stopper. If your IT group prefers, just copy the materials to your site.