

**Kashia School District**  
31510 Skaggs Spring Road  
P.O. Box 129 Stewarts Point, CA 95480  
707-785-9682 phone 707-785-2802 fax

**Minutes**

Governing School Board  
Wednesday, November 12, 2025  
4:00 p.m.  
Kashia School District

**Start: 4:22 p.m.      End 4:40 p.m.**

1. Call to Order Board and Staff/Establishment of Quorum

Glenda Antone X  
Coleen McCloud X  
Charlene Pinola X

Frances Johnson X

2. Approval of Agenda: **A motion to approve the agenda was made by Trustee McCloud with a second by Trustee Pinola. Approved unanimously.**

3. Public Comment on Non Agenda Items (Limit 5 minutes)

**None.**

4. Consent Agenda

- 4.1** Approval of the Minutes from the October 8, 2025 Regular Board Meeting
- 4.2** Approval of Routine Budget Updates for the period of October 1, 2025 – October 31, 2025 (Ledger06 Report)
- 4.3** Ratification of Accounts Payable Warrant Registers for the period of October 1, 2025 – October 31, 2025 (ReqPay12d Report)

**All items on the Consent Agenda were approved in one motion made by Trustee Antone with a second by Trustee McCloud. Approved unanimously.**

- 5 Reports and Communications



- 5.1 Governing Board Members: **None.**
- 5.2 Superintendent: **Playground equipment arriving on November 17, 2025. COVID case at school, resulting in no staffing. Will use one of the emergency days because school was closed. Planning to have Thanksgiving dinner on Wed. November 19, 2025. Friday will be the last day before Thanksgiving Break.**
- 5.3 PTO: **None.**
- 5.4 Staff: **None.**
- 5.5 Students: **None.**
- 5.6 Communications: **None.**

**6 Items Scheduled for Information and Discussion: **None.****

**7. Items Schedules for Discussion and Action**

- 7.1 Review and Consider Approval of an Agreement for Services between the District and Charlene Pinola: Whale Tail Grant – “Indigenous Connection to Land and Coast” Project:

**A motion to approve the agreement for services was made by Trustee McCloud with a second from Trustee Antone. Approved unanimously.**

- 7.2 Board Policy Review and Consideration of Approval:

7.2.1. Board Policy 6163.2 - Animals At School: **A motion to approve Board Policy 6163.2 was made by Trustee McCloud with a second from Trustee Pinola. Approved unanimously.**

7.2.2 Board Policy 4115 – Evaluation and Supervision: **A motion to approve Board Policy 4115 was made by Trustee McCloud with a second from Trustee Pinola. Approved unanimously.**

7.2.3 Board Policy 4118 – Dismissal/Suspension/Disciplinary Action: **A motion to approve Board Policy 4118 was made by Trustee McCloud with a second from Trustee Pinola. Approved unanimously.**

**Fiscal Impact:** None

**8. Items Scheduled for Future Board Meetings**

- 8.1 First Interim Report
- 8.2 Audit Report

9. Adjournment: The meeting adjourned at: **4:40 p.m.**

Next Board Meeting: Wednesday, December 10, 2025  
4:00 p.m.

**Ledger06a****Transfer of Budget Appropriations****Effective 11/09/2025 through 11/24/2025****Fiscal Year 2026**

Account	Description	From	To
JE # <b>BR26-00048</b> JE Trans Date 11/09/2025 JE Posted 11/09/2025 Comment Budget updates All Other State,SS & PD BG		DR	1,514.00
<b>Net increase to Appropriations</b>		.00	<b>1,514.00</b>
JE # <b>BR26-00049</b> JE Trans Date 11/10/2025 JE Posted 11/10/2025 Comment Budget updates Other Svcs & Op,Instruction,Regular Educati,Elem Ed All Other State,SS & PD BG		CR DR	2,019.00 505.00
<b>Net increase to Appropriations</b>		.00	<b>2,524.00</b>
JE # <b>BR26-00050</b> JE Trans Date 11/11/2025 JE Posted 11/11/2025 Comment Budget transfer for spinner Bldgs & Improve,Facilities Acqu,Undistributed,Maintenance Other Supplies,Instruction,Regular Educati,Elem Ed		CR DR	9,830.00 10,000.00
<b>Net decrease to Appropriations</b>		10,000.00	<b>9,830.00</b>
JE # <b>BR26-00051</b> JE Trans Date 11/11/2025 JE Posted 11/11/2025 Comment Budget updates Sites & Improve,Facilities Acqu,Undistributed,Yard Chips		CR	35,873.00
<b>Net increase to Appropriations</b>		.00	<b>35,873.00</b>
JE # <b>BR26-00052</b> JE Trans Date 11/11/2025 JE Posted 11/11/2025 Comment Budget updates Bldgs & Improve,Facilities Acqu,Undistributed,Maintenance		DR	9,830.00
<b>Net decrease to Appropriations</b>		9,830.00	<b>.00</b>
JE # <b>BR26-00053</b> JE Trans Date 11/11/2025 JE Posted 11/11/2025 Comment Budget Updates Computer Sftwar,School Administ,Undistributed,Undefined		CR	1,615.00
<b>Net increase to Appropriations</b>		.00	<b>1,615.00</b>
JE # <b>BR26-00054</b> JE Trans Date 11/11/2025 JE Posted 11/11/2025 Comment Budget updates, 1st Interim Computer Sftwar,Instruction,Regular Educati,Undefined Instructional M,Instruction,Regular Educati,Literacy		CR DR	2,000.00 1,000.00
<b>Net increase to Appropriations</b>		1,000.00	<b>2,000.00</b>
JE # <b>BR26-00055</b> JE Trans Date 11/11/2025 JE Posted 11/11/2025 Comment Budget updates Instructional M,Instruction,Regular Educati,Literacy		DR	1,000.00
<b>Selection</b> Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 46, JE Type = R, Starting Post Date = 11/1/2025, Ending Post Date = 11/30/2025, Unposted JE's? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)			
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## Ledger06a

## Transfer of Budget Appropriations

Effective 11/09/2025 through 11/24/2025

Fiscal Year 2026

Account	Description	From	To
	<b>Net decrease to Appropriations</b>	<b>1,000.00</b>	<b>.00</b>
01-00000-0-0000-7150-5825-600-7150	JE # <b>BR26-00056</b> JE Trans Date 11/11/2025 JE Posted 11/11/2025 Comment Budget updates, 1st Interim Advertisement (,Superintendent,Undistributed,District Admin CR 300.00		
	<b>Net increase to Appropriations</b>	<b>.00</b>	<b>300.00</b>
01-00000-0-0000-7600-5840-600-0000	JE # <b>BR26-00057</b> JE Trans Date 11/11/2025 JE Posted 11/11/2025 Comment Budget update, 1st Interim Computer/tech R,All Other Gener,Undistributed,Undefined DR 5,000.00		
	<b>Net decrease to Appropriations</b>	<b>5,000.00</b>	<b>.00</b>
01-65000-0-5001-0000-8699-600-6500	JE # <b>BR26-00058</b> JE Trans Date 11/14/2025 JE Posted 11/14/2025 Comment Budget updates, 1st Interim All Other Local,Special Educati DR 379.00		
	<b>Net increase to Appropriations</b>	<b>.00</b>	<b>379.00</b>
01-65000-0-5760-3600-5804-600-6500	JE # <b>BR26-00059</b> JE Trans Date 11/14/2025 JE Posted 11/14/2025 Comment First Interim updates Transportation,Pupil Transport,Spec Ed, 5-22,RSP CR DR 92,000.00		
01-65000-0-5760-1190-5200-600-6500	Travel & Confer,Spec Ed-other S,Spec Ed, 5-22,RSP CR 30,000.00		
	<b>Net increase to Appropriations</b>	<b>30,000.00</b>	<b>92,000.00</b>
01-65000-0-5001-0000-8677-000-0000	JE # <b>BR26-00060</b> JE Trans Date 11/14/2025 JE Posted 11/14/2025 Interagency Svc,Special Educati DR 37,983.00		
01-65000-0-5001-0000-8986-000-6500	Cont to RSP,Special Educati DR 65,411.00		
01-00000-0-0000-0000-8986-000-0000	Cont to RSP,Unrestricted/no CR 65,411.00		
	<b>Net increase to Appropriations</b>	<b>65,411.00</b>	<b>103,394.00</b>
01-7435-0-1110-1000-4340-600-0000	JE # <b>BR26-00061</b> JE Trans Date 11/14/2025 JE Posted 11/14/2025 Computer Sftwar,Instruction,Regular Educati,Undefined CR 858.00		
	<b>Net increase to Appropriations</b>	<b>.00</b>	<b>858.00</b>
01-00000-0-1110-1000-4140-600-0000	JE # <b>BR26-00062</b> JE Trans Date 11/15/2025 JE Posted 11/15/2025 Comment Budget update, 1st Interim Computerized Te,Instruction,Regular Educati,Undefined CR 264.00		
	<b>Net increase to Appropriations</b>	<b>.00</b>	<b>264.00</b>

Selection Grouped by Org, Fiscal Year, JE# - Sorted by JE Item #, (Org = 46, JE Type = R, Starting Post Date = 11/1/2025, Ending Post Date = 11/30/2025, Unposted JEs? = N, End Bud Bal? = O, JE# Page Break? = N, Description? = A, Recap? = N)

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## Transfer of Budget Appropriations

**Effective 11/09/2025 through 11/24/2025**

Fiscal Year 2026

Account	Description	From	To
JE # <b>BR26-00063</b>	JE Trans Date 11/16/2025	JE Posted 11/16/2025	Comment Budget update
01- 5810- 0- 0000- 3900- 5800- 600- 5810	Other Svcs & Op, Other Pupil Ser,Undistributed,REAP	DR	909.00
	Net decrease to Appropriations	909.00	.00
JE # <b>BR26-00064</b>	JE Trans Date 11/18/2025	JE Posted 11/18/2025	Comment Staff house rent and deposit
01- 0000- 0- 0000- 0000- 8650- 000- 0000	Leases & Rental,Unrestricted/no	DR	5,612.00

JE # <b>BR26-000065</b>	JE Trans Date <b>11/19/2025</b>	JE Posted <b>11/19/2025</b>	Comment <b>Budget update, P&amp;L insurance</b>
01-00000-0-0000-2700-5450-600-2700			Other Insurance,School Administ,Undistributed,School Admin
			DR 131.00

JE #	JE Trans Date	JE Posted 11/24/2025	Comment	Budget updates	Net decrease to Appropriations	
BR26-00066	11/24/2025		Trnsfrs Apporti Transfers Betwe. Special Educati. Undefined			
01- 6546- 0- 5001- 9200- 7222- 000- 0000			CR		131.00	.00
01- 6546- 0- 5001- 3110- 5900- 600- 0000			DR		133.00	133.00
01- 6546- 0- 5001- 3110- 5900- 600- 0000			Other Susp. & On Ctridmns & Ctrns. Special Educati. Undefined			133.00

Dra 046 Net ~~Decrease~~ in Estimated Fund Balance

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Unposted JEs? = N, End Bud Bal? = 0, JE# Page Break? = N, Description? = A, Recap? = N

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## Checks Dated 11/01/2025 through 11/30/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
2127115	11/05/2025	Healdsburg Lumber Co	01-4380 Maintenance supplies		611.63	
2127116	11/05/2025	Laura DeCook	01-5201 Mileage, subbing for Inst. Aide position		349.65	
2127117	11/05/2025	Terminix	01-5800 Pest control svcs	10/22/2025	142.00	
2128934	11/14/2025	Abraham Salgado	01-5800 Whale Tail Grant participation		15.00	
2128935	11/14/2025	Adroit Advanced Technologies	01-5804 SPED transportation svcs, Oct. 2025		8,584.00	
2128936	11/14/2025	Angie Hammack	01-5800 Whale Tail Grant participation		90.00	
2128937	11/14/2025	Ava McCloud	01-5800 Whale Tail Grant participation		15.00	
2128938	11/14/2025	Janet VanWinkle	01-5201 Mileage, RSP svcs, Oct. 2025		77.00	
2128939	11/14/2025	Jennifer White	01-5800 RSP svcs, October, 2025 hours		1,120.00	
			01-4390 Whale Tail Grant - supplies		306.56	
			01-5201 Whale Tail Grant Workshop - mileage		154.00	
			01-5800 Whale Tail Grant - Workshop Stipend		300.00	
2128940	11/14/2025	Jeremiah Patrick	01-5800 Whale Tail Grant participation		60.00	
2128941	11/14/2025	Katharine Ditmars Barrett	01-4390 Whale Tail Grant supplies		29.98	
2128942	11/14/2025	Latisha McCloud	01-5800 Whale Tail Grant - Workshop Stipend		300.00	
2128943	11/14/2025	Linkn Carver	01-5800 Whale Tail Grant participation		60.00	
2128944	11/14/2025	Mary Allen	01-5800 Professional development, assessments		2,680.00	
2128945	11/14/2025	Colleen McCloud	01-4310 Cultural education - beadng supplies		620.50	
2128946	11/14/2025	Presence Learning, Inc.	01-5807 Speech svcs, October, 2025		1,434.43	
2128947	11/14/2025	Rylan Strategic Business Consulting	01-5831 Business svcs October, 2025 hours		4,500.00	
2128948	11/14/2025	Santa Rosa Fire Equipment	01-5800 Fire extinguisher certification		230.00	
2128949	11/14/2025	Sea Ranch Supply, Inc.	01-4390 Whale Tail Grant supplies		69.98	
2128950	11/14/2025	Serena Azbil	01-5800 Whale Tail Grant participation		90.00	
2128951	11/14/2025	Shanecia Carver	01-5800 Whale Tail Grant participation		45.00	
2128952	11/14/2025	Teresa Slaman	01-4390 Breathalizer for school events		142.01	
2128953	11/14/2025	Hunter Salgado	01-5800 Whale Tail Grant participation		150.00	
2128954	11/14/2025	Linda Lawson	01-5800 Whale Tail Grant participation		15.00	
2128955	11/14/2025	Colleen McCloud	01-5800 Whale Tail Grant participant		90.00	
21299858	11/19/2025	Juan Dominguez	01-5820 Cultural/social-emotional ed svcs		180.00	
			01-5862 Fingerprinting reimbursement		679.00	
2130654	11/21/2025	James Cole	01-4310 Instructional supplies		166.89	
2130655	11/21/2025	Kashia Band of Pomo Indians	01-5201 Mileage, school visit		180.00	
			01-9515 Reissue stale-dated check #2075356		346.89	
					249.93	
					<b>23,812.56</b>	
			<b>Total Number of Checks</b>		<b>28</b>	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

## ReqPay12d

## Board Report

Checks Dated 11/01/2025 through 11/30/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Fund Recap						
Fund	Description		Check Count		Expensed Amount	
01	General Fund		28		23,812.56	
	Total Number of Checks	28			23,812.56	
	Less Unpaid Tax Liability			.00		
	<b>Net (Check Amount)</b>				<b>23,812.56</b>	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

*(Signature)*

**Regulation 6163.2: Animals at School**

**Status:**

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

**Use of Animals for Instructional Purposes**

Before any student or employee brings an animal to school for an instructional purpose, he/she shall receive written permission from the Superintendent or designee. The Superintendent or designee shall give such permission only after he/she has provided written notification to all parents/guardians of students in the classroom, asking them to verify whether their child has any known allergies, asthma, or other health condition that may be aggravated by the animal's presence. When a parent/guardian has provided notification that his/her child has an allergy, asthma, or other health condition that may be aggravated by the animal, the Superintendent shall take appropriate measures to protect the student from exposure to the animal.

(cf.3514 – Environmental Safety)

(cf. 5141.21 – Administering Medication and Monitoring Health Conditions)

(cf. 5141.23 – Asthma Management)

All animals brought to school shall be adequately fed, effectively controlled, humanely treated, and properly housed in cages or containers suitable for the species. The teacher shall ensure that cages and containers are cleaned regularly and that waste materials are disposed of in an appropriate manner.

(cf. 5141 – Health Care and Emergencies)

(cf. 5142 – Safety)

The teacher shall ensure that students receive instructions regarding the proper handling of and personal hygiene around animals.

(cf. 5141.22 – Infectious Diseases)

Except for service animals, as defined below, all animals are prohibited on school transportation services (Education Code 39839; 13 CCR 1216)

(cf. 3541.2 – Transportation for Students with Disabilities)

(cf.5131.1 – Bus Conduct)

### Use of Service Animals by Individuals with Disabilities

For an individual with a disability, animal means any dog that is individually trained to do work or perform tasks related to the individual's disability and for his/her benefit. For example, for an individual who is blind or has low vision, a service animal would mean a dog that helps him/her with vision, navigation, and other tasks; for an individual who is deaf or hard of hearing, a service animal would mean a dog that alerts him/her to the presence of people or sounds; and for an individual with psychiatric or neurological disabilities, a service animal would mean a dog that assists him/her by preventing or interrupting impulsive or destructive behaviors (28 CFR 35.104).

Individuals with disabilities may be accompanied on school premises and on school transportation by service animals, including specially-trained guide dogs, signal dogs, or service dogs (Education Code 39839; Civil Code 54.2; 28 CFR 35.136).

(cf. 0410 – Nondiscrimination in District Programs and Activities)

(cf. 3541.2 – Transportation for Students with Disabilities)

(cf. 6159 – Individualized Education Program)

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

The Superintendent or designee may permit the use of a miniature horse as a service animal when the horse has been individually trained to do work or perform tasks for the benefit of an individual with a disability provided that (28 CFR 35.136):

1. The district's facility can accommodate the type, size and weight of the horse.
2. The individual has sufficient control of the horse.
3. The horse is housebroken.
4. The horse's presence in the specific facility does not compromise legitimate safety requirements of the facility.

The Superintendent or designee may ask any individual with a disability to remove his/her service animal from school premises or transportation if the animal is out of control and the individual does not take effective action to control it or the animal is not housebroken. When an individual's service animal is excluded, he/she shall be given an opportunity to

participate in the service, program or activity without having the service animal present (Education Code 39839; Civil Code 54.2; 28 CFR 35.136).

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**RESPONSE TO IMMIGRATION ENFORCEMENT**

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code 234.7)

*(cf. 5111 - Admission)*

*(cf. 5111.1 - District Residency)*

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5131.2 - Bullying)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

*(cf. 5145.6 - Parental Notifications)*

Consistent with requirements of the California Office of the Attorney General, the Superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

*(cf. 5125 - Student Records)*

*(cf. 5125.1 - Release of Directory Information)*

Teachers, school administrators, and other school staff shall receive training regarding immigration issues, including information on responding to a request from an immigration officer to visit a school site or to have access to a student.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency

## RESPONSE TO IMMIGRATION ENFORCEMENT (continued)

for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

### Legal Reference:

#### EDUCATION CODE

200 *Educational equity*

220 *Prohibition of discrimination*

234.1 *Safe Place to Learn Act*

234.7 *Student protections relating to immigration and citizenship status*

48204.4 *Evidence of residency for school enrollment*

48980 *Parental notifications*

48985 *Notices to parents in language other than English*

#### GOVERNMENT CODE

8310.3 *California Religious Freedom Act*

#### PENAL CODE

422.55 *Definition of hate crime*

627.1-627.6 *Access to school premises, outsiders*

#### UNITED STATES CODE, TITLE 20

1232g *Family Educational Rights and Privacy Act*

#### COURT DECISIONS

*Plyler v. Doe*, 457 U.S. 202 (1982)

### Management Resources:

#### CSBA PUBLICATIONS

*Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status*, February 2017

#### CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

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

#### WEB SITES

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

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

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

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

California Department of Justice: <http://www.justice.gov>

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

U.S. Immigration and Customs Enforcement: <https://www.ice.gov>

U.S. Immigration and Customs Enforcement, Online Detainee Locator System:

<https://locator.ice.gov/odls>

**RESPONSE TO IMMIGRATION ENFORCEMENT****Responding to Requests for Information**

Unless authorized by the Family Educational Rights and Privacy Act pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena. The Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

*(cf. 5125 - Student Records)*

*(cf. 5125.1 - Release of Directory Information)*

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, district staff shall:

1. Notify the Superintendent or designee about the information request
2. Provide students and families with appropriate notice and a description of the immigration officer's request
3. Document any request for information by immigration authorities
4. Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the district or in cases involving investigations of child abuse, neglect, or dependency

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

**Responding to Requests for Access to Students or School Grounds**

District staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

*(cf. 5145.12 - Search and Seizure)*

**RESPONSE TO IMMIGRATION ENFORCEMENT** (continued)

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with his/her name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law. (Penal Code 627.2, 627.3)

*(cf. 1250 - Visitors/Outsiders)*

District staff shall report the presence of any immigration enforcement officers to on-site district police and other appropriate administrators.

*(cf. 3515.3 - District Police/Security Department)*

As early as possible, district staff shall notify the Superintendent or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents.

In addition, district staff shall take the following actions in response to an officer present on the school campus specifically for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent or designee, except under exigent circumstances that necessitate immediate action
2. Request to see the officer's credentials, including his/her name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for his/her reason for being on school grounds and document the response
4. Request that the officer produce any documentation that authorizes his/her school access
5. Make a copy of all documents produced by the officer and retain one copy for school records
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, comply with the officer's orders and immediately contact the Superintendent or designee

**RESPONSE TO IMMIGRATION ENFORCEMENT** (continued)

7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:
  - a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, district staff shall inform the agent that they cannot consent to any request without first consulting with the district's legal counsel or other designated district official.
  - b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, district staff shall promptly comply with the warrant. If feasible, district staff shall consult with the district's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.
  - c. If the officer has a subpoena for production of documents or other evidence, district staff shall inform the district's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.
8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus.
9. After the encounter with the officer, promptly make written notes of all interactions with the officer, including:
  - a. A list or copy of the officer's credentials and contact information
  - b. The identity of all school personnel who communicated with the officer
  - c. Details of the officer's request
  - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge
- e. District staff's response to the officer's request
- f. Any further action taken by the officer
- g. A photo or copy of any documents presented by the officer



**RESPONSE TO IMMIGRATION ENFORCEMENT** (continued)

10. Provide a copy of these notes and associated documents collected from the officer to the district's legal counsel or other designated district official

The district's legal counsel or other designated official shall submit a timely report to the Governing Board regarding the officer's requests and actions and the district's responses. (Education Code 234.7)

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

**Responding to the Detention or Deportation of Student's Family Member**

The Superintendent or designee shall encourage students and their families to update their emergency contact information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. The Superintendent or designee shall notify students' families that information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

*(cf. 5141 - Health Care and Emergencies)*

The Superintendent or designee shall also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

In the event that a student's parent/guardian is detained or deported by federal immigration authorities, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The Superintendent or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in a district school, provided that the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure. (Education Code 48204.4)

*(cf. 5111.1 - District Residency)*

**RESPONSE TO IMMIGRATION ENFORCEMENT** (continued)

The Superintendent or designee may refer a student or his/her family members to other resources for assistance, including, but not limited to, an ICE detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

## **Kashia Elementary School District**

### **Section: 5000 - Students**

#### **Policy: 5131.8**

#### **MOBILE COMMUNICATION DEVICES**

Adoption Date:

The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

Students may use smartphones or other mobile communication devices on campus before school and afterschool only.

Mobile communication devices shall be turned off during the school day and placed in a secure place by the teacher or principal.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
3. When the possession or use is required by the student's individualized education program

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant. When a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and the district employee may temporarily confiscate the device. The employee

shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

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**Policy Reference Disclaimer:**

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

<b>State</b>	<b>Description</b>
5 CCR 300-307	<u>Duties of students</u>
Civ. Code 1714.1	<u>Liability of parent or guardian for act of willful misconduct by a minor</u>
Ed. Code 200-270	<u>Prohibition of discrimination</u>
Ed. Code 32280-32289.5	<u>School safety plans</u>
Ed. Code 35181	<u>Governing board authority to set policy on responsibilities of students</u>
Ed. Code 35291-35291.5	<u>Rules</u>
Ed. Code 44807	<u>Teachers' duty concerning conduct of students</u>
Ed. Code 48900-48925	<u>Suspension and expulsion</u>
Ed. Code 48901.5	<u>Prohibition of electronic signaling devices</u>
Ed. Code 48901.7	<u>Limitation or prohibition of student use of smartphones</u>
Ed. Code 48901.8	<u>Limitation or prohibition of student use of social media</u>
Ed. Code 51512	<u>Prohibited use of electronic listening or recording device</u>

Pen. Code 1546.1	<u>Electronic Communications Privacy Act</u>
Pen. Code 288.2	<u>Harmful matter with intent to seduce</u>
Pen. Code 313	<u>Harmful matter</u>
Pen. Code 647	<u>Use of camera or other instrument to invade person's privacy; misdemeanor</u>
Pen. Code 653.2	<u>Electronic communication devices; threats to safety</u>
Veh. Code 23123-23124	<u>Prohibitions against use of electronic devices while driving</u>

### **Federal**

20 USC 1681-1688	<u>Title IX of the Education Amendments of 1972; discrimination based on sex</u>
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### **Management Resources**

	<b>Description</b>
California Department of Education Publication	<u>Bullying at School, 2003</u>
Court Decision	<u>Safford Unified School District V. Redding (2009) 557 US 364</u>
Court Decision	<u>Mahanoy Area School District v. B.L. (2021) 141 S.Ct. 2038</u>
Court Decision	<u>J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094</u>
Court Decision	<u>New Jersey v. T.L.O. (1985) 469 U.S. 325</u>
Court Decision	<u>Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503</u>
CSBA Publication	<u>Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010</u>
CSBA Publication	<u>Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011</u>
U.S. Department of Education Publication	<u>Planning Together: A Playbook for Student Personal Device Policies, December 2024</u>
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>National School Safety Center</u>
Website	<u>Center for Safe and Responsible Internet Use</u>

Website California Department of Education, Safe Schools

Website CSBA

Website U.S. Department of Education

# Comprehensive School Safety Plan

## 2025-26 School Year

**School:** Kashia Elementary School

**CDS Code:** 49 70888 6052013

**District:** Kashia Elementary School District

**Address:** 31510 Skaggs Springs Rd.  
Stewarts Point, CA 95480

**Date of Adoption:** April 23, 2024

**Date of Update:** November 2024

**Date of Review:**

- with Staff
- with Law Enforcement
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date
Frances Johnson	Superintendent		
Andi Stubbs	Chief Business Official		
Coleen McCloud	Parent Teacher Organization		
	Sea Ranch Fire Protection Dept.		
	Sonoma County Sheriff		
	Kashia Tribal Council		

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## California Comprehensive School Safety Plan (CSSP) Overview

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

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

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

### How to write your School Safety Plan

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

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

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

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

## Recommended Components and Best Practices:

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

## Safety Plan Completion Timeline

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

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

A copy of the Comprehensive School Safety Plan is available for review at Kashia Elementary School Site.

## Safety Plan Vision

A safe school is a place where learning can occur in a welcoming environment free of intimidation, violence and fear. Kashia Elementary School District (KESD) is dedicated to providing a safe environment for children so they can focus on learning and growing.

KESD is committed to the safety and security of students, staff, and visitors within Kashia school facilities. Professional development and collaborative partnerships are necessary to the success of the safety plan and emergency management efforts that include prevention, preparedness, response, and recovery procedures relevant to potential natural and human caused crisis.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Kashia Elementary School Safety Committee

Kashia School is a kindergarten through eighth grade elementary school district. The rural, one school district is located in the northwest corner of Sonoma County. The district is one of the smallest, sitting in the middle of Horicon School District on Pomo Tribal land. Kashia has a population of 7 students. The original one room schoolhouse is still located on an adjacent property, and operates as a museum. All seven students who attend KESD are from Native American descend. The safety committee is inclusive of the tribal members, local law enforcement, regional fire district and the school administrative personal.

### Assessment of School Safety

In reviewing discipline data from our student information system (SIS) AERIES, "0" students had any assertive discipline incidents at Kashia Elementary for 2024-2025 school year. In addition, there were no reported school safety situations that happened in the surrounding community that impacted the school site in 2024-2025. Kashia Elementary, had no special education alternative placements for 2024-2025. Based on the CHKS survey given in 2025, students are not using alcohol and/or other drugs. During the September 2025 fire inspection, Kashia only had to have fire extinguishers inspected for the school year, which was completed. Upon completion of the fire extinguisher inspection, the fire department team came back out and gave Kashia an all clear for the school year. As Kashia is up in the mountains and very remote, crime and property damage is minimal or non-existence since everyone knows everyone.

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

Strategies and Programs to maintain a high level of safety at our school site include all of the following standard operating procedures (SOP) in this plan, a PBIS curriculum to provide instruction to students on preventive measures around behaviors and emotional needs, mandated training for all staff at the beginning of the school year around safety and requirements as a school employee, safety drills on site with students and lastly review/update safety equipment around the school site and main office. Cameras have been placed outside of the school campus to provide site surveillance of property which is new for 2025.

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

Kashia Elementary uses a portion of it's staff development time at the beginning of the year to train staff on the laws, policies and procedures required of school employees as mandated reporters. Site administrators, special ed teacher and contracted curriculum/social worker are also available to assist staff in the process of making a report of Suspected Child Abuse or Neglect. Below is the standard form used to file a report. Once a CPR report is called in at the site a written report will be sent to either CPS or sheriff office and a copy kept on file in the superintendent's office.

Mandated Reporter Definition: A mandated reporter is one who is required by law to report reasonable suspicions of abuse.

Mandated Reporting KESD Online Training: All KESD certificated and classified employees are Mandated Reporters, and are required to complete an annual online training and certification course at the start of each school year.

#### Considerations:

- \* Failure to report may result in loss of license, credential or suspension.
- School records can be released without parental consent, but only when doing so protects a child in an emergency situation.
- \* The victim can be interviewed on school grounds: In private
- \* With a member of school personnel present as support
- \* The staff member cannot participate in the interview or discuss the facts
- \* Staff member may decline being present in interview
- \* Victim can be placed in the custody of law enforcement without parental knowledge.

- \* When a child is released to law enforcement, it is law enforcement's responsibility to inform the parent or caretaker.

#### Internal Procedures:

- \* Reporting is a personal and individual responsibility for Mandated Reporters and may not be delegated.
- \* However, internal procedures on who makes the report can be established to facilitate reporting and apprising supervisors of the report, as long as the procedure is consistent with, and adheres to the mandates of the law.
- \* Internal procedures may be helpful in facilitating reporting when more than one Mandated Reporter observes the same child. For example, three emergency room nurses may tend to the same injured child, or after consultation, a teacher and a resource specialist decide that a report should be made.
- \* The internal procedure may:
  - \* Stipulate that the person with the most first-hand knowledge make the report, and/or
  - \* The report is made jointly with all parties signing the report, and/or,
  - \* If more appropriate, each party makes an individual report.
  - \* If the designated person fails to make a report, the other Mandated Reporter(s) must follow-up and report.

#### If a Child Comes to You:

(Your job as a Mandated Reporter is to report what the child tells you, not to investigate the situation)

- \* Reassure the child that they did the right thing by telling you and they are not to blame
- \* Don't promise them that you won't "tell"
- \* Tell the child that what you plan to do to help protect them
- \* Talk with the child if they need to vent - be ready to listen and be supportive
- \* Be respectful of the child's need for, or dislike of touching while trying to comfort them...do so with caution and only with the child's permission
- \* Mandated Reporters are not required by law to tell the parent that a report has been made. However, one should keep in mind that parents are not always the perpetrators and may not be aware that their child exhibits signs of abuse.
- \* Find a place to help with your feelings too.

#### How to Make a Report of Child Abuse in California

- \* Immediately, or as soon as possible, call a Child Protective Services agency (Child Welfare/Child Protective Services if the abuse is occurring within the family or home or Law Enforcement if the suspected abuser is someone outside the family) to make a verbal report (PHONE #). If the child is in imminent danger, call 911.
- \* Inform the agency that you are a Mandated Reporter.
- \* File a written report within 36 hours of your verbal report (on Form SS 8572.)

#### Child Abuse Report Form—Department of Justice Form SS8572

- \* Mandated Reporters and/or their employers should keep blank copies of the form on file at all times.
- \* If a blank form is not available when a report is made, the Mandated Reporter can request that the agency to whom the report is being made, send a blank form to them immediately.
- \* Copies of the form are available online at [http://ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://ag.ca.gov/childabuse/pdf/ss_8572.pdf) or from your local Child Protective

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

### Disaster Plan

#### Kashia Elementary School

All district employees are declared by law to be disaster service workers and thus shall take the oath or affirmation required for disaster service workers before beginning employment with the district. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all district employees are subject to disaster service activities as assigned to them by their supervisors.

## Government Code 3100-3102

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

(Amended by Stats. 1971, Ch. 38.)

Kashia Elementary has a landline for emergency purposes should the power go out or wireless connections are lost. Emergency phone numbers are kept in school office for staff to access at all times. A school van is kept on site incase an evacuation would be called by local authorities.

\*\*Additional safety procedures are attached at the back of the safety plan.

## Adaptations for Students with Disabilities

### FOR SPECIAL NEEDS STUDENTS

Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.

At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:

1. a wheelchair on a daily basis
2. specialized equipment
3. physical assistance to evacuate in a timely manner

Each plan requires that support staff be designated as specialized assistants during times of emergency.

The Site Superintendent and SPED teacher is responsible for:

1. identifying all students who will require additional assistance
2. working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.

1. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

2. Obtain roster of all students with classes for emergency purposes

### Individual Student Emergency Procedures Plan

Student: Room #: Teacher:

Designated Specialized Assistants:

(identify two staff in this area)

Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (complete below)

## Public Agency Use of School Buildings for Emergency Shelters

Kashia Elementary School-Administrative Regulation AR 0450 (cf. 1330-Use of School Facilities)

The Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for

mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

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

The Board of Education 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.

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 and 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 within any district school or other school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus  
(cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (Education Code 48900.5, 48900.6)

District staff shall not suspend any student for disruption or willful defiance, unless the suspension is warranted by documented repetitive behavior of the student or the disruption or willful defiance occurred in conjunction with another violation for which the student may be suspended.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal.

#### **Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and 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)

School-level rules shall be consistent with district policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any  
(cf. 3515.3 - District Police/Security Department)

5. For junior high and high schools, students enrolled in the school

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.

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

In order to fulfill the requirements made by Education Code 32282 section 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. On the daily attendance report, when a student is suspended, will show an "S" next to the student's name. The teacher can access the reason for suspension by speaking with the superintendent. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Kashia Elementary School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site lead teacher. The site lead is responsible for prompt notification of the student's teacher. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor, if available per contract.

Kashia Elementary is very small and suspensions are not the norm, rarely if never do we have to suspend a student as we have the capability of either calling the parents or having the parent show up to campus to assist in handling any behavior infractions since all parents live in walking distance to this small school. This campus functions as a community school were all stakeholders work together for the betterment of the students and campus.

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

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes. School staff will follow a uniform compliant procedure as written to address sexual harassment.

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

The Board of Education 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.

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a 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.

To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the parent/guardian.

This requirement comes from EC 32282(a)(2)(F). It reads:

The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

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

Most students ride a bike or walk to school since they live in the rural small community up in the mountains of west Sonoma county right by the school. Should parents or caregivers drive and pickup their student there is a circular drive around the administrative building that has an ingress on the right side of administrative building and an egress on the left side of building. The ingress and egress are one way. Parking for staff is in the back of the administrative building. See Map of Campus in attachments

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

Create a classroom environment that is predictable and safe from year to year

**Component:**

School Environment and Procedures to Create a Safe and Orderly Environment

**Element:**

Procedures and Staffing

**Opportunity for Improvement:**

Kashia continues to have turnover in school staff from year to year which creates the need to have consistent procedures that students follow from year to year instead of starting from scratch each year with classroom expectations. The constant need of having staff aware of bullying prevention instructional materials and a set time per school week to provide for the whole child wellbeing is a must due to the constantly changing environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Have teachers trained in usage of PBIS and other classroom management strategies by December of 2025	Provide Mandated training on Bullying Prevention	Online bullying prevention training	CBO and Superintendent	Complete at start of school year as evidenced by training log
	Contract with social worker/admin	Funding, Time and Location	Superintendent and Contractor	Monthly Payment Logs/Staff Informal and Formal Feedback
	Contract with Clinical Behavioral Professional Organization to provide training and guidance as needed	Funding and Dedicated Staff Training Time	Superintendent and CBO	Contract and training log and evaluation
Consistently implement PBIS Strategies in the classroom per week at set days and times	Weekly Observation by Superintendent and/or contractor	Funding for reinforcers as needed	Superintendent and CBO	Weekly staff meeting notes and feedback
	Staff online training and second step curriculum, as needed	Online Access	Contractor	Log of training

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Develop classroom rules and daily schedule	n/a	Lead Teacher	Observations/Pictures
Have trained professionals and/or law enforcement personnel educate students along bullying and hate based behaviors and consequences around policies, Ed Code and laws.	Schedule presentations for students	Trained Social Worker and use of Sheriff Department Personnel is available for presentations.	Contractor	Actual date of presentation and feedback from students.
Create set classroom expectations to carryover from year to year	Work with classroom staff to complete classroom expectations.	n/a	Contractor/Teacher	Hard copy of expectations

#### Goal

Consistently improved all safety procedures as they are refined from CDE and experts from year to year.

#### Component:

Emergency Procedures

#### Element:

Procedures and Crisis Communication

#### Opportunity for Improvement:

Training of school staff at beginning of the year due to high staff turnover so that all procedures are followed as written. Review and update safety plan with current evidence based practices and policies from year to year.

Objectives	Action Steps	Resources	Lead Person	Evaluation
By December 2025, the Comprehensive Safety Plan will be updated in written form to include all the necessary components of the required CDE safety plans.	Review old plan, update and add new sections as required by EdCode	Current professional expertise in area	Contractor	Completed CSP
	Review draft safety plan with school board and parent teacher organization	n/a	Superintendent-Contractor	Minutes to Meetings
	Review plan with Tribal Council and Sheriff Department	n/a	Superintendent-Contractor	Calendar of events, meeting notes
	Create and update board policies to reflect in the safety plan as appropriate	Gamut Online Access	Chief Business Official	Board Minutes, Gamut Online Policies for Kashia

**Goal**

To be prepared in a moments notice should a crisis develop.

**Component:**

Safety for Students and Adults

**Element:**

Infrastructure and Crisis Communication

**Opportunity for Improvement:**

Update all safety equipment on the school site

Objectives	Action Steps	Resources	Lead Person	Evaluation
Make sure the bare minimum in equipment is present at the school site to secure the classroom from danger.	Schedule and conduct threat assessment walk-thru of campus and purchase or obtain items as needed	Threat assessment checklist	Contractor	Completed walk through documentation
Make sure the bare minimum is present at school site to handle medical emergencies	Review medical supplies and emergency backpack to update in order to utilize on field trips and on the campus	Emergency Backpack Supplies	Contractor	Backpack Standard List and actual backpack
Update Crisis Communication protocols around emergency situations	Establish Phone Tree, make sure landline is working correctly, check for up to date emergency lines, practice site drills	n/a	Contractor	Documentation and logs

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)****Kashia Elementary School Student Conduct Code**

Rules and Procedures on School Discipline

KESD discipline expectations and procedures at are school best align with the three-tiered discipline program most commonly referred to as PBIS or Positive Behavior Intervention and Support. The tiers represents the three levels of behavioral support needed in a school for all students to achieve social, emotional, and academic success.

Tier 1 of the PBIS pyramid represents the universal expectations and supports available to all students. The middle tier 2, represents targeted interventions and supports for some students, and the top tier 3 of the PBIS pyramid represents strategic intensive support for a few students.

When conducting classroom discipline, teachers are required to follow the California Education Code (§48900-15), the teacher contract, and due process when assigning disciplinary consequences to students. Parent communication is critical to our students' success; therefore, all Alternative Means of Correction (AMC) and disciplinary consequences will include parent contact and/or conference.

## Conduct Code Procedures

### Tier One:

- \*Teach schoolwide positive behavior expectations
- \*Use positive reinforcement for all students
- \*Consistent consequences for problem behaviors
- \*Effective classroom management and instruction
- \*procedures and supervision for non-classroom time

### Tier Two:

- \*Targeted social skills instruction
- \*Simple behavior plans
- \*Increased academic support

### Tier Three:

- \*Functional behavior assessment and individual behavior plan developed
- \*Parent collaboration and education
- \*Collaboration with student's physician and mental health provider
- \*Intensive academic support

## (K) Hate Crime Reporting Procedures and Policies

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

In order to create a safe learning environment for all students, the Board of Education desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal or designee. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, and Board policy.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

## (J) Procedures to Prepare for Active Shooters

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis and movement within the school might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the building. The concept of LOCKDOWN is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. LOCKDOWN is started with an announcement from whoever sees the crisis unfolding and that individual states what the crisis is and if capable three (3) short bells. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire

\* Assaults on Campus

- Extreme violence outside the classroom

LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems and does not allow for free movement within the building.

ANNOUNCEMENT: (Initiate LOCKDOWN by stating what the crisis is and 3 short bells)

1. Make an announcement in person directly or over the public address system:

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- \* Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- \* Call 911. Provide location, status of campus, all available details of situation.
- \* When clearance is received from appropriate agencies, give the ALL CLEAR plus signal word of "GREEN" instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- \* Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

- \* If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- \* Immediately lock doors and instruct students to lie down on the floor behind desks or wall.
- \* Close any shades and/or blinds if it appears safe to do so.
- \* Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- \* If possible, secure wood or plastic doorstop in place besides locking door
- \* If possible and if the door is equipped with an elbow hinge at the top of the door, place a belt around the hinge.
- \* Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police

**STUDENT ACTIONS:**

- o Move quickly and quietly to the closest safe classroom.
- o If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area and library.
- o Immediately have students and staff put their cell phones on vibrate or silent mode to not make noise

Note: Teachers, if outside at PE and/or in an area that does not allow you to get to a secure location quickly, evacuate the campus to your designated location offsite.

Kashia School students and/or staff will evacuate to local Community Center.

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

The Board of Education 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. The Superintendent shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the 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.

#### Bullying Prevention

To the extent possible, school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish 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 perpetrators of bullying.

The district may 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.

#### 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 bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

-When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

#### Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with the district's uniform complaint procedures.

#### Information on Bullying:

**Reporting Bullying:** Bullying is defined as an act that is done on purpose. Bullies use their power (physical size, age, social status, computer skills, etc.) to threaten, harass, or hurt others. Bullying can happen over and over to one person or a group of people. If you feel you are being bullied at KESD, please report it to the superintendent or designee by filling out an incident statement and/or meeting with them in person to verbally share your concerns.

"It is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other [protected] characteristic ... equal rights and opportunities in the educational institutions of the state." (Ed. Code, § 200.)

- All pupils have the right to participate fully in the educational process, free from discrimination and harassment.
- California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity."

**Preventing Bullying/Being and Ally:** There are many things that we can do as individuals to limit bullying on our campus. Here are some simple things you can do to be an ally to victims of bullying:

- Support targets of bullying whether you know them or not
- Don't participate or encourage bullying when you see it
- If safe to do so, tell the aggressors to stop or you don't approve of their actions
- Inform a trusted adult that someone is being bullied
- Anonymously report bullying to the Vice Principal by placing the information in the box on his door
- Get to know people instead of judging them

Be an ally online—don't encourage, don't send out or forward hurtful messages, and tell aggressors that they need to stop cyber bullying

## Opioid Prevention and Life-Saving Response Procedures

Kashia has had Fentanyl staff training and the district office has Narcan available, as needed.

## Response Procedures for Dangerous, Violent, or Unlawful Activities

### INCIDENTS OF VIOLENCE ON CAMPUS

Several of the following emergency scenarios involve an incident of violence on campus. When such an emergency occurs, it is essential that the safety and welfare of students and staff are addressed. This includes the provision of support and counseling immediately and in the longer term. The guidelines below should be followed by the superintendent or site lead or other key personnel.

#### WITHIN 24 HOURS

Gather the facts

Ensure appropriate intervention to minimize additional injury

Provide first aid where necessary

Ensure the safety and welfare of students and staff

Set up an Emergency Operations Center, if appropriate

Contact the District Office to report the critical incident

Assess the need for support and counseling for those directly and indirectly involved

Manage the media (Public Information Officer/Principal)

Set up a recovery room

Provide factual information to staff, students and the school community

Ensure that the privacy of students and staff is maintained

Organize assistance such as transport home

#### WITHIN 48-72 HOURS

Debrief all relevant persons

Arrange counseling as needed

Provide opportunities for staff and students to talk about the incident

Continue to provide updates to staff, students and the school community.

Act to dispel rumors

Restore normal functioning and service delivery as soon as possible

Where necessary, make arrangements to cover classes, arrange leave and employ temporary substitute teachers

Implement protocols for a student or staff member, if required

#### WITHIN THE FIRST MONTH

Note student and staff behavioral changes such as reports that individuals cannot sleep, uncharacteristic difficulty coping with work, easily agitated. Where these occur, encourage referral to appropriate support services

Maintain school contact with hospitalized students and staff

## Instructional Continuity Plan

Should Kashia have to close the physical in-person instruction, all students will be allowed to take their Chromebooks home so that online distance learning can occur. Also, written assignments and hard copy textbooks will be given for students to use at home. Teachers will prepare daily lessons, google classroom instruction will be set up immediately and teachers will connect with students remotely.

### Introduction and Purpose of the Instructional Continuity Plan (ICP)

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

This Instructional Continuity Plan (ICP) was last revised on December 2025 and adopted by Kashia Elementary School on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

### Engagement with Pupils and Families

#### *Protocol for Engagement*

Protocol for engagement with pupils and their families.

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

#### *Methods of Two-Way Communication*

Methods for two-way engagement.

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

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

### **Plans for Unforeseen Events**

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

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. Kashia Elementary School District

will use the school messaging system (e.g. text messages, emails) and update the district website. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication. If these forms of communication are not available, district personnel will meet to discuss the best way to communicate with staff and families.

### **Support for Unique Needs**

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

**Whole School Safety and Prevention Plan through the use of MTSS**

1. System to connect with students and families to promote attendance.
2. The District will consider strategies to become a trauma-responsive school system to support the school community.
3. Engage with students and families using culturally responsive techniques.
4. Use universal screening to identify the social-emotional and physical needs of students.
5. Professional development time to increase trauma knowledge and skills.
6. Engage staff in professional development about mental health de-stigmatization.
7. Provide information about mental health and wellness resources on the district and school websites and in communication with families.
8. Conduct routine check-ins using a trauma- and resilience-informed lens.
9. Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts).
10. Supply power for and restock necessary medicines and locate alternative sources of electricity in the event of outages.

11. Offer Primary Intervention Program (PIP) supported with counseling for students, through mental health funding and through Action Network and Redwood

Coast Medical Services, with family support as needed.

**Community and Family Wellness**

1. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English.

2. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.

3. Provide a link to CDE's Resources for Students in Crisis: <https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp> and the National Suicide Prevention Lifeline 1-800-273-8255 widely.

**Staff Wellness** 1. Acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation, and mental

health support. 2. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care. 3.

Administrators will promote mindfulness

techniques and staff social supports. 4. Leadership is committed to open and routine communication with staff members, encouraging self-care. 5. Promote the use of

staff support groups to enhance staff cohesion and coping

**Students with Disabilities and English Learners**

The plan mandates that lessons and learning tasks for students with disabilities reflect their IEP goals and accommodations in all models. Resource Specialist Program

(RSP) teachers, and paraprofessionals provide support both in general education classrooms and through targeted interventions, and

offer virtual support. Individualized Education Program (IEP) teams determine

how to ensure students with special needs receive the accommodations and services required by the IEP including whether to participate in an independent study plan.

## Access to Instruction

### *Timeline for Access to Instruction*

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

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

### *Conditions for Resuming Access to In-Person Instruction*

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

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

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

## *Remote Instruction*

Plans for remote instruction.

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

KESD has three primary instructional models: School Model, Hybrid Learning Model, and Distance Learning Model. The School Model is traditional in person instruction five days a week with enhanced safety protocols. The Hybrid Learning Model combines in-person instruction two days a week with asynchronous distance learning the other two days. On Wednesdays students engage in independent learning activities while teachers have office hours and collaboration time. The Distance Learning Model involves all instruction delivered remotely through synchronous and asynchronous learning. Each model has specific instructional minute requirements that must be met daily, and core instruction is to be delivered using the district's adopted curriculum.

Assessments are a crucial part of the instructional plan. KESD uses both local and state assessments to monitor student learning. Local assessments include NWEA MAP testing for Math and Reading, DIBELS for early literacy. State assessments include CAASPP (California Assessment of Student Performance and Progress), which includes the Smarter Balanced tests in English Language Arts and Math and the California Science Test. These assessments will be administered in person when possible, but the district is

preparing to administer remotely as needed. The plan also describes requirements for the use of specific assessments to ensure that students identified with special learning needs continue to have their needs met through the use of these assessments in identifying specific accommodations that must be provided.

### *Access to Instructional Materials*

Methods for distributing digital and non-digital materials.

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

Students will need appropriate devices and reliable Internet access. The school district will provide Chromebooks to each student. We have extra devices that can be shared if technology is damaged or destroyed during an emergency. KESD is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. KESD has communicated and will continue to communicate information regarding low-cost or no-cost internet access for our students. For students who lack internet access at home, the District will provide either individual internet hotspot devices, regular access to on-site internet-connected computers (if allowed by the local school board and county health orders), or recorded instruction and electronic materials/assignments. Being a rural community some students do not have access to connectivity. In this case, students will be provided with alternate materials and assignments that ensure instructional continuity. We will provide technical support to families to connect and access the online classroom.

Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software.

### *Access to Schoolwork*

Platforms and processes for accessing and submitting schoolwork.

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

"Distance learning" is defined as instruction where the student and teacher are in different locations. It utilizes technology for interaction, instruction, and check-ins, including video or audio lessons. In this model, students are expected to have access to wifi, a device, and a quiet study space. They should engage in digital learning activities, understand their assignments, ask for help when needed, and submit work by deadlines. Teachers are expected to prepare rigorous, standards-aligned lessons using the district's curriculum. They must monitor communications for updates, adhere to the Instructional Continuity Plan, and follow a synchronous schedule. Teachers are to use digital platforms like Google Classroom (TK-8), Dreambox, and Discovery Ed for lessons, assignments, and communication. They are also required to use Zoom or Google Meet for synchronous instruction and may record lessons for asynchronous access. Teachers also hold 60-minute "office hours" on Wednesdays for student and parent support.

KESD utilizes a combination of synchronous (live) and asynchronous (independent) learning activities to meet daily minimum instructional minute requirements. These minutes are based on state education codes as a result of COVID-19. In a School model this is met primarily through in-person time, and in Hybrid and Distance Learning models the amount of time dedicated to asynchronous learning is determined by grade level and designed to ensure students are engaged in academic work at a minimum. For elementary, TK/Kindergarten requires 180 minutes daily, Grades 1-3 require 230 minutes, and Grades 4-6 require 240 minutes. Secondary students

(Grades 7-8) also require 240 minutes. Dual enrollment students require a minimum of 180 minutes daily (not including the dual enrollment courses). The district tracks participation in synchronous sessions, completion of assignments, and teacher-student contact to document attendance in all models.

For in-person attendance, the district continues its traditional attendance practices. For distance learning, SB 98 mandates documentation of daily participation, not just presence, for students. This includes participation in online activities, completion of assignments, assessments, and contact with a school employee. A "weekly engagement record" is required for each student.

Absences are marked for non-participation. Students who miss three days of work are targeted for re-engagement efforts. Independent Study program attendance is tracked based on completed work and student/teacher meetings. In each case, documentation is a mandatory component for state reporting and compliance standards.

Traditional district grading policies will be followed. Teachers are expected to communicate grading policies to students and parents, update and provide regular progress reports. The plan establishes that progress reports and report cards will be sent as scheduled. In terms of support, the Instructional Continuity Plan focuses on providing intervention support for struggling students through teacher office hours, scheduled zoom meetings, and other targeted help, particularly on Wednesdays when more time is devoted to targeted intervention strategies for students who are not keeping up with their assignments or

### *Temporary Reassignment*

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

### **Instructional Continuity**

#### *Communication Protocols*

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

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. KESD will use the school messaging system (e.g. text messages, emails) and update the district website. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

#### *Technological Readiness*

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

Students will need appropriate devices and reliable Internet access. The school district will provide Chromebooks to each student. We have extra devices that can be shared if technology is damaged or destroyed during an emergency.

KESD is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. For students who lack internet access at home, the District will provide either individual internet hotspot devices, regular access to on-site internet-connected computers (if allowed by the local school board and county health orders), or recorded instruction and electronic materials/assignments. Being a rural community some students do not have access to connectivity. In this case, students will be provided with alternate materials and assignments that ensure instructional continuity. We will provide technical support to families to connect and access the online classroom. Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms

and software.

### *Instruction and Assessment*

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

KESD has three primary instructional models: School Model, Hybrid Learning Model, and Distance Learning Model. The School Model is traditional in person instruction five days a week with enhanced safety protocols. The Hybrid Learning Model combines in-person instruction two days a week with asynchronous distance learning the other two days. On Wednesdays students engage in independent learning activities while teachers have office hours and collaboration time. The Distance Learning Model involves all instruction delivered remotely through synchronous and asynchronous learning. Each model has specific instructional minute requirements that must be met daily, and core instruction is to be delivered using the district's adopted curriculum. Assessments are a crucial part of the instructional plan. PAUHSD uses both local and state assessments to monitor student learning. Local assessments include NWEA MAP testing for Math and Reading, DIBELS early literacy. State assessments include CAASPP and CSA.

### **Access (Equity, Accessibility, and Inclusion)**

#### *Equity, Accessibility, and Inclusion*

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

Supporting students with unique needs is a top priority for KESD. It is an essential aspect in ensuring equity and access. We will support students with identified needs in the following ways. Students with Section 504 Plans Students with Section 504 Plans will continue to receive accommodations per their Plan. A Section 504 Plan meeting will be convened within the first six weeks of the school year, to review and update the Section 504 Plan as appropriate. Section 504 Plan meetings may be offered virtually and/or via telephone.

KESD is working with families to eliminate any barriers that inhibit their ability to participate in school. Students who are identified as foster youth, as well as those who are experiencing homelessness, need special consideration and support, particularly during an emergency and students are not able to attend school on campus. We support foster youth and students who are experiencing homelessness by guaranteeing both foster youth and Pupils Experiencing Homelessness still receive their clothing, food support packages, and transportation vouchers regardless of school closures. Furthermore, KESD ensures that we maintain regularly updated records identifying foster youth and students experiencing homelessness and assigning a key staff member to monitor academic progress and overall well-being for the identified students.

Students with Individual Health Plans (IHPs) Parents/guardians of students with Individual Health Plans (IHPs) will be contacted at the beginning of the school year, so that IHPs may be updated as appropriate. Individual Health Plan (IHP) meetings may be offered virtually and/or via telephone.

## Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

For Students with Disabilities, the plan mandates that lessons and learning tasks for students with disabilities reflect their IEP goals and accommodations in all models. Resource Specialist Program (RSP) teachers, Special and paraprofessionals provide support both in general education classrooms and through targeted interventions, and offer virtual support. Individualized Education Program (IEP) teams determine how to ensure students with special needs receive the accommodations and services required by the IEP including whether to participate in an independent study plan. Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (e.g. Distance Learning, Hybrid, etc). Special Education providers will work together with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services. Some additional supports include: 1. Ensure students have access to the assistive technology required in their individual education program to access their educational program during distance learning (examples: <https://www.cde.ca.gov/sp/se/sr/atexmpl.asp>).

2. Collaboration time between general education teachers, special education, and service providers to address any supports needed in a distance learning program.
3. Detailed plan for how special education and related services will be tracked -Multiple measures will be used to determine a student's participation and progress in distance learning

## English Learners (EL)

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

Kashia does not have any EL's currently and has not for many years. However, if we did for English learners, the plan emphasizes a comprehensive program of designated and integrated English Language Development (ELD) instruction targeted to their proficiency level. It highlights the importance of simultaneously developing language and literacy skills while learning academic content. The plan acknowledges the need for additional support for EL students due to the disruption caused by the pandemic. We are proud to serve our population of English learner (EL) students, and we recognize that our ELs face additional barriers to academic and personal success during an emergency. Fluency in the English language and grade-level academic proficiency are critical factors in helping our students achieve. In order to help mitigate the barriers our English learners face, the district will:

1. Utilize the principles identified in California's English Learner Roadmap to implement instructional programs for English Learners.
2. Offer a comprehensive program of Designated and Integrated English Language Development to all EL students, targeted to their specific language proficiency levels.
3. Prioritize oral language development during synchronous/live Distance Learning instruction and encourage oral language practice during asynchronous/self-paced Distance Learning instruction.
4. Frequently monitor student progress, adapt instruction and/or provide interventions when necessary.
5. Engage families of English Learners through ELAC/DELAC meetings, and other means, to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the emergency.
6. Administer the English Learner Proficiency Assessment for California (ELPAC), according to state and public health guidelines.
7. Provide bilingual paraprofessionals at each site to support small group instruction and provide translation service

## Professional Learning

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

KESD has provided professional learning opportunities for teachers to increase capacity to implement current best practice teaching strategies across all grade levels and curriculum. KESD has provided and will continue to provide the team time necessary to implement new strategies, to review student performance data, and make informed decisions in order to improve curriculum and instruction. The District will create site and district wide timelines for professional development and implementation of these frameworks. Results of implementation will be measured and reviewed regularly. Instructional leaders should

support teachers in building confidence within the new model by providing opportunities to learn and experiment with tools and resources. Past and continuing opportunities:

1. Training on new platforms, planning and collaboration
2. Design standards based lessons
3. Time to plan for presentations for families on how to access their distance learning platform
4. Instructional resources available
5. Training students
6. Motivation and engagement techniques
7. Online tools
8. Effective Strategies
9. Data analysis training
10. Zoom/Google Meets training
  - a. Updated technology
  - b. Online curriculum access
  - c. Online tools
13. Teachers will learn pedagogies (e.g. California Educators Together platform) that support remote and hybrid-learning environments, as well as how to support virtual classroom management.

## Well-Being and Support Services

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

### Whole School Safety and Prevention Plan through the use of MTSS

1. System to connect with students and families to promote attendance.
2. The District will consider strategies to become a trauma-responsive school system to support the school community.
3. Engage with students and families using culturally responsive techniques.
4. Use universal screening to identify the social-emotional and physical needs of students.
5. Professional development time to increase trauma knowledge and skills.
6. Engage staff in professional development about mental health de-stigmatization.
7. Provide information about mental health and wellness resources on the district and school websites and in communication with families.
8. Conduct routine check-ins using a trauma- and resilience-informed lens.
9. Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
10. Supply power for and restock necessary medicines and locate alternative sources of electricity in the event of outages.
11. Offer Primary Intervention Program (PIP) supported with counseling for district students, through mental health funding and through Redwood Children Services, with family support as needed.
12. Second Step Program: Teachers present the Second Step Program to develop empathy, impulse control and conflict management skills in students K-12 grade for 30 minutes weekly.

### Community and Family Wellness

1. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English.
2. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.
3. Provide a link to CDE's Resources for Students in Crisis: <https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp> and the National Suicide Prevention Lifeline 1-800-273-8255 widely.

#### Staff Wellness

1. Acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation, and mental health support.
2. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care.
3. Administrators will promote mindfulness techniques and staff social supports.
4. Leadership is committed to open and routine communication with staff members, encouraging self-care.

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

Back up supplies and medicines are kept on hand at the school sites in case of an emergency.

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

Special Education Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (Distance Learning vs. Hybrid). Special Education providers will work together and with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services. KESD will continue to implement its PBIS program. In addition, we implement Second Step as an additional resource for teachers to support Social Emotional Learning. All teachers are encouraged to utilize these resources. During staff meetings, staff discuss the social and emotional well-being of students and what tiered approach will be utilized for a student of concern. The district will partner with local community organizations to ensure all students have access to counseling services. They will work closely with the Superintendent to ensure all students are safe and have access to essential programs. English Learners English Learners will have dedicated Designated ELD time built into their synchronous learning sessions. Language objectives are built into online learning to support ELs language acquisition through Designated and Integrated ELD.

Food and Nutrition Services operates throughout an emergency, students will continue to be offered school breakfasts and lunches. Meals will be available for pick up at identified school campuses within the district as follows:

1. Meals will be provided free of charge to all children 18 years old and younger.
2. 5 days of breakfast and lunch will be provided to families each week on a designated distribution day that will be clearly communicated to families.
3. Meals served will be individually plated or "grab and go".
4. Meals will be distributed unheated; proper food handling and heating procedures will be provided.
5. All safety protocols will be put into place during food distribution.
6. Parents/guardians will be communicated with regularly about the process, location and dates/times to pick up meals.
7. Parents will receive communications related to meal service in their language of preference.

In the event that on-site instruction resumes, the district will adjust its meal service plans to ensure that students continue to receive school meals. If future onsite instruction includes a hybrid model, students will receive school meals for both days of onsite instruction and Distance Learning.

Instruction includes a hybrid model, students will receive school meals for both days of onsite instruction and Distance Learning.

#### Site-Based Collaboration

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

The LEA will regularly review and update the plan based on feedback and lessons learned.

KESD made the following efforts to solicit stakeholder feedback:

1. Families: email, text, voicemail, phone calls, principal chats.
2. Staff: weekly meetings, emails, texts, and surveys

KESD provided participation in public meeting and public hearings in the following ways:

1. Consultation with teachers, other school personnel, parents, and pupils in developing a learning continuity and attendance plan. (SB98)
3. KESD presented the Learning Continuity Plan to the School Board and Site Councils.
4. Public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the

public hearing was posted at least 72 hours before the public hearing and included the location where the Learning Continuity Plan was available for public inspection. 5. The Governing Board adopted the Learning Continuity Plan in a public meeting and it was integrated into the Comprehensive School Safety Plan.

## Return to Site-Based Learning

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

At the core of this plan, the goal of returning to in-person-instruction as quickly as possible once KESD is able to meet the multiple conditions of reopening is paramount.

Following an emergency, the LEA will consider the following before resuming in-person learning on campus:

1. Evacuation orders lifted
2. Power and utilities functioning
3. Healthy air quality
4. Access to safe, clean water and restroom facilities
5. Campus free from debris and hazards
6. Internet fiber lines connected and functioning
7. Sufficient staffing levels
8. Kitchens up and running for meals

The LEA will set a school reopening target date and communicate that with staff, students, and families.

## Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Kashia Elementary School's Comprehensive School Safety Plan (CSSP).

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

This Instructional Continuity Plan (ICP) will be included as an integral component of KESD K - 8's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27

## Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

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

basis: Annually through the Comprehensive School Safety Plan update process before March 1.

## Procedures for Immigration Enforcement Notification

### Confirmation Protocol

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

As early as possible, district staff shall notify the Superintendent or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents.

Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent or designee, except under exigent circumstances that necessitate immediate action

### Required Notification Recipients

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

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

Unless authorized by the Family Educational Rights and Privacy Act pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena.

Parents/Guardians, teachers and other school staff will be notified annually of the district policy and procedure related to "Response to Immigration Enforcement". Additional information for families can be found on the district website and will be reviewed annually.

### Notification Timing

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

The Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, district staff shall:

1. Notify the Superintendent or designee about the information request
2. Provide students and families with appropriate notice and a description of the immigration officer's request
3. Document any request for information by immigration authorities
4. Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the district or in cases involving investigations of child abuse, neglect, or dependency

### Safety and Well-being Standard

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

#### Annual beginning of the year notice to families:

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or shall provide the principal or designee with his/her name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law. (Penal Code 627.2, 627.3)

District staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

The Superintendent or designee shall encourage students and their families to update their emergency contact information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. The Superintendent or designee shall notify students' families that information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

The Superintendent or designee shall also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

In the event that a student's parent/guardian is detained or deported by federal immigration authorities, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The Superintendent or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in a district school, provided that the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure. (Education Code 48204.4)

#### Privacy Constraint

The notification shall not include any personally identifiable information.

- Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- Information about citizenship/immigration status is never needed for school enrollment. A Social Security number is never needed for school enrollment.
- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If so, the school district must provide parents/guardians with written notice of the directory information policy, and provide the option to refuse release of your child's information.

Families and Parents do not have to share the following information with school officials:

- You do not have to share information, including passports or visas, regarding the immigration status of students, parents, guardians, or other family members.
- You do not have to provide Social Security numbers (SSN) or cards.
- When completing the "Free and Reduced-Price Meals" form, only provide the last four digits of the SSN of the adult household member who signs the application.
- If the family meets the income eligibility requirements and no adult household member has a SSN, your child still qualifies. Check the "No SSN" box on forms where applicable, to ensure that applications are complete.
- If any household member participates in CalFresh, CalWORKs (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of his or her SSN to qualify the student for free or reduced-price meals at school.
- When providing information for proof of a student's residency or age, you do not have to use documents that could reveal information related to immigration status.

## Notification Methods

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

Kashia Elementary is a small school district in a very rural area so two way communication with the parents happens via text, email, website or phone calls. Annual notice are given at the beginning of the school year plus notification is on the district website. The "Response to Immigration Enforcement" will be reviewed at the November or December board meeting each year when the Comprehensive Safety Plan is reviewed and approved.

## Resource Provision (Optional but Encouraged)

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

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

The following resources are available to immigrant families responding to detentions or deportations:

- The Immigration and Customs Enforcement (ICE) detainee locator: <https://locator.ice.dhs.gov/>

Please Note: This site is intended only for locating individuals who are already detained, and not for general immigration status inquiries.

- Immigration lawyers in private practice, accredited representatives (who assist immigrants in immigration proceedings), or legal-aid organizations:
- State Bar of California Attorney Search: <http://www.calbar.ca.gov/Attorneys>
- California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR): <https://www.justice.gov/eoir/page/file/942306/download#CALIFORNIA>.
- California Courts Self-Help Centers: <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>.
- Legal-aid offices and lawyer-referral services: <http://www.courts.ca.gov/1001.htm>.
- The consulate or embassy of the parent's or guardian's country of origin.

For more information on resources for responding to immigration enforcement activities at California schools, or to file a complaint, please contact: Bureau of Children's Justice

## Annual Evaluation

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

## Public Availability

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

## State Guidance

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

## Procedures Regarding Pupil Smartphone Use During Emergencies

### Mandatory Policy Adoption and Review Requirements

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

The policy is up for review December 2025

### Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

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

## **Safety Plan Review, Evaluation and Amendment Procedures**

Superintendent, Office Staff, Support Staff

1. Update Crisis Envelopes with:
  - a. Emergency evacuation plan
  - b. Evacuation Absence Lists
  - c. District Staff Directory
  - d. Pencil
2. Advise Staff/Parents of Emergency Plan review with parent teacher organization
3. Plan for students with special needs.
4. Meet with staff and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Have message tapes prerecorded for use during an emergency.
7. Update Emergency Response Boxes with:
  - a. Student lists with parent phone numbers
  - b. Lists of students with special needs from all sites
  - c. Lists of students who ride the bus
  - c. Lists of staff members and phone numbers (cell and home)
8. Each year in November, review and update emergency plan.

## Emergency Contact Numbers

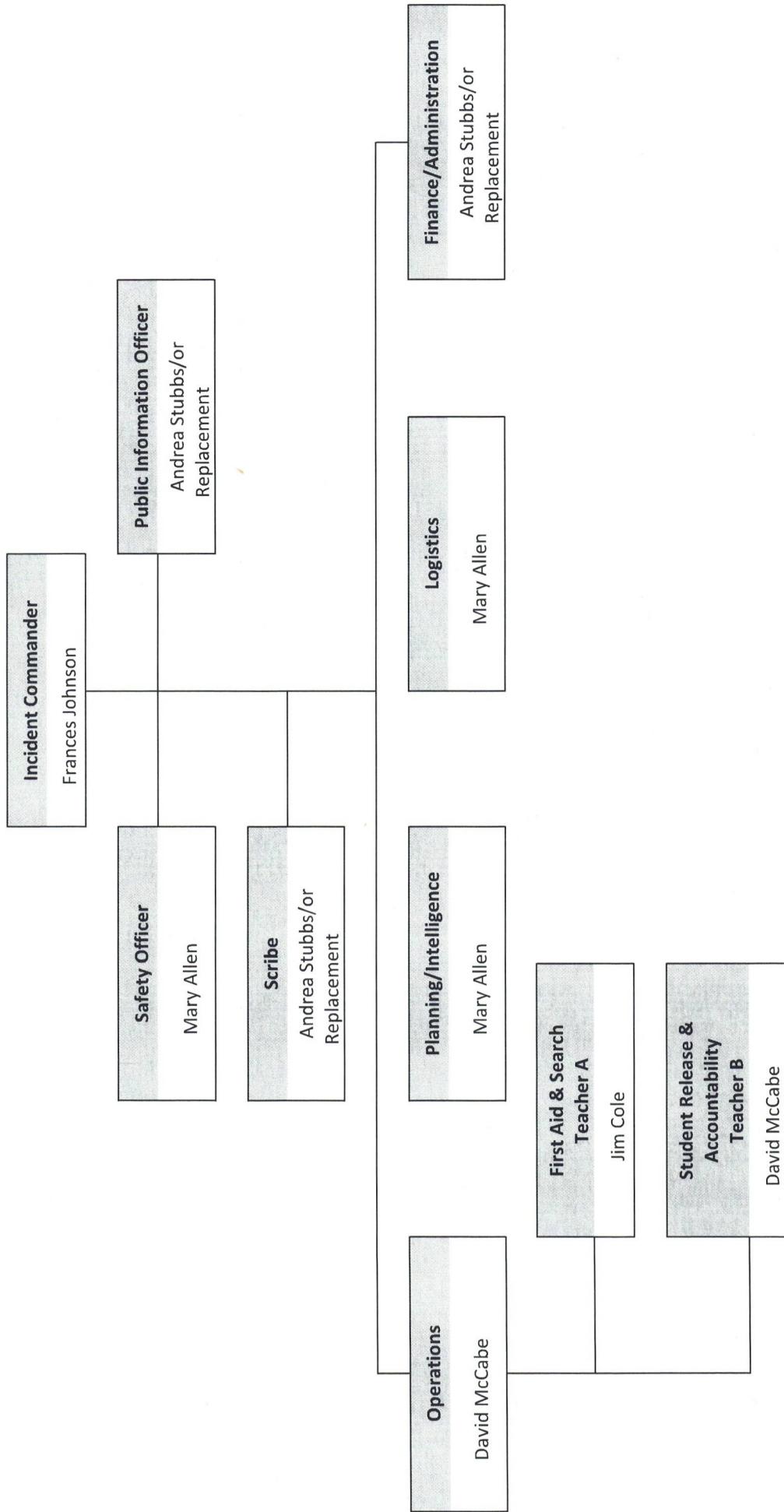
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Superintendent-Site Number	707-847-3150	Frances Johnson 347-677-3349 cell
Public Utilities	Frontier Communications	800-921-8104	Glen Daniels
Law Enforcement/Fire/Paramedic	Sheriff Office	707-565-2121	Non-Emergency # (911 emer.)
Public Utilities	PG&E	800-743-5000	Emergency line
Public Utilities	Water Quality-Randy Marrufo	707-483-2200	
Emergency Services	Redwood Coast Medical Services	707-884-4005	Gualala Medical Urgent Care
Emergency Services	SC Department of Health Services	707-565-6565	Santa Rosa
Public Utilities	Tom's Plumbing	707-884-3818	
Emergency Services	Stewarts Point Rancheria Tribal Office	707-591-0580	
Law Enforcement/Fire/Paramedic	Fire Department (Sea Ranch Volunteer)	707-785-2648	

## Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Review and Update Comprehensive Safety Plan	Nov. 2025	2025/2026 Comprehensive Safety Plan Draft
Review with Superintendent and CBO	Nov. 2025	
Review with Local Law Enforcement and Tribal Council	Nov/Dec 2025	
Conduct PTA meeting to review draft and update	Nov/Dec 2025	
Review draft with School Board	Nov. 2025	
Make changes to amend plan as needed	Dec 2025	

## Kashia Elementary School Incident Command System



## Incident Command Team Responsibilities

### Standardized Emergency Response Management System Overview

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

#### Management

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

#### Planning & Intelligence

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

#### Operations

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

#### Logistics

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

#### Finance & Administration

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

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below, followed by specialized emergency actions. Specific steps to take for each of these are detailed in the following pages. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

### Step Two: Identify the Level of Emergency

#### COMMON EMERGENCY ACTIONS

##### ALL CLEAR

Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.

##### DROP/DUCK/COVER AND

##### HOLD ON

The action taken during an earthquake to protect students and staff from flying and falling debris.

##### EVACUATION

The orderly movement of students and staff from school buildings to another area when conditions outside are safer than inside.

##### LOCKDOWN

Initiated when there is an immediate or imminent threat to occupants of a school building and movement within will put students and staff at jeopardy. Lockdown involves a "no one in, no one out" scenario.

##### SHELTER IN PLACE

Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants. STAND BY

Notifies students and staff that further instructions will follow shortly.

#### SPECIALIZED EMERGENCY ACTIONS

##### CONVERT SCHOOL

Initiated when a requirement exists during a disaster for community medical facilities or community shelters (run by the Sonoma County Department of Health and Human Services or American Red Cross)

##### DIRECTED TRANSPORTATION

Implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from an area of danger to an area of lesser danger.

##### OFF-SITE EVACUATION

Implemented when it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

##### REVERSE EVACUATION

Initiated if an incident occurs while students are outside and conditions are safer inside the building.

##### STUDENT RELEASE

Instructs staff to prepare for releasing students from school during the academic day.

##### TAKE COVER

Instructs staff and students to move to and take refuge in the best-shielded areas within the school buildings.

### **Step Three: Determine the Immediate Response Action**

#### **INCIDENT COMMAND POST**

##### **EMERGENCY:**

Superintendent or designee:

1. Enactment of entire district emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and district emergency radio.
5. Establish communication with district personnel as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine who is responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media, parents and the community.
7. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
8. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel.

### **Step Four: Communicate the Appropriate Response Action**

Superintendent or designee will communicate with all necessary parties during a crisis and the Sonoma County Office of Education. All appropriate communication to impacted parties will be released as soon as possible after an event has occurred.

## Types of Emergencies & Specific Procedures

### Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

#### Aircraft crashes into the school

##### STAFF ACTIONS:

- Notify Superintendent
- Move students away from immediate vicinity of the crash.
- EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Superintendent/designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

##### SUPERINTENDENT/SITE LEAD ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
- Notify SCOE Superintendent, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

#### Aircraft crashes near school

##### STAFF ACTIONS:

- Notify Superintendent
- Move students away from immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

##### SUPERINTENDENT/SITE LEAD ACTIONS:

- Notify police and fire department (call 911).
- Initiate SHELTER IN PLACE, if warranted.
- Initiate REVERSE EVACUATION for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify SCOE superintendent, who will contact the Office of Emergency Services.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so.

##### ADDITIONAL STEPS FOR THE SCHOOL:

- Notify Tribal Lead
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## Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

### SUPERINTENDENT/SITE LEAD ACTIONS:

- Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute a LOCKDOWN.
- If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal
- Contact the Stewart's Point Humane Society for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

### STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, EVACUATE students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

### ADDITIONAL STEPS FOR THE SCHOOL:

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## Armed Assault on Campus

See Active Shooter documentation in other section of plan for response to armed assault on campus. "Run, Hide, Fight" are our three actions during an armed assault depending on the situation

## Biological or Chemical Release

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

### STAFF ACTIONS:

- Notify superintendent
- Move students away from immediate vicinity of danger (if outside, implement REVERSE EVACUATION).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- Follow standard student assembly, accounting and reporting procedures.

**SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:**

- Initiate SHELTER IN PLACE.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify District Superintendent of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

Inside the building

**STAFF ACTIONS:**

- Notify principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify District Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

**THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:**

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing
- Do not use bleach on potentially exposed skins.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**Bomb Threat/ Threat Of violence**

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat.

(Information removed for security purposes)

**PERSON RECEIVING THREAT BY TELEPHONE:****PERSON RECEIVING THREAT BY MAIL:****SUPERINTENDENT/SITE LEAD ACTIONS:**

**SEARCH TEAM ACTIONS:****STAFF ACTIONS:****ADDITIONAL STEPS FOR THE SCHOOL:**

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The following checklist can be obtained in PDF form from FEMA at: [http://emilms.fema.gov/is906/assets/ocso-bomb\\_threat\\_samepage-brochure.pdf](http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf)

Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

**Bus Disaster**

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances. Students and staff on the study trip or sporting activity bus must be tagged in the computer in order to do an all call in case of emergencies.

**BUS DRIVER:**

- Turn off power, ignition and headlights. Use safety lights, as appropriate.
- Evaluate the need for evacuation.
- Remain with the vehicle. Notify California Highway Patrol or Sheriff Department.

In the event of a school bus accident, the driver shall immediately notify the California Highway Patrol, the Superintendent or designee, and, if the bus is operated under contract, the driver's employer. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

**STAFF ACTIONS AT THE SCENE:**

- Call 911, if warranted.
- Notify superintendent
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

**SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:**

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

**Earthquake during bus trip****BUS DRIVER ACTIONS:**

- Issue DUCK, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set brake, turn off ignition and wait for shaking to stop.
- Check for injuries and provide first aid, as appropriate.

- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If instructed to continue route,
- Enroute to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from site administrator.
- Account for all students and staff throughout the emergency

#### Flood during bus trip

##### BUS DRIVER ACTIONS:

- Do not drive through flooded streets and/or roads.
- Take an alternate route or wait for public safety personnel to determine safe route.
- If the bus is disabled, stay in place until help arrives
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- Account for all students and staff throughout the emergency.

##### ADDITIONAL STEPS:

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#### Cardiac Arrest

Call 911 immediately and if necessary and trained, perform CPR. Notify Superintendent as soon as possible.

#### Disorderly Conduct

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- \* disrupt school activities;
- \* cause injury to staff and students; and/or
- \* damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

#### Inside School

##### STAFF ACTIONS:

- Report disruptive circumstances to principal/site administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

##### SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.

If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.

Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

#### Outside of School

##### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.

Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.

Cancel all outside activities.

Maintain an accurate record of events, conversations and actions.

Assign staff members to assist nurse as necessary.

##### STAFF ACTIONS:

Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.

Instruct students to DUCK AND COVER, lie on the floor and keep students calm.

Care for the injured, if any.

Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

#### EMERGENCY RESPONSE CRIMINAL ACT

Criminal acts on campus may vary from theft to rape. Sexual assault and threats are covered separately, later in this section.

##### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify police (dial 911).

Identify all parties involved (if possible). Identify witnesses, if any.

Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.

If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.

If the incident involves a student, notify the parents or guardians.

Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.

Let trained police obtain specific details about the crime, following student interview protocols.

##### STAFF ACTIONS:

Care for the victim. Provide any medical attention needed.

Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive

#### ADDITIONAL STEPS FOR THE SCHOOL:

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#### EMERGENCY RESPONSE IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts

should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Keep the individual under continuous adult supervision.
- Keep the individual on campus until parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individual.

If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).

School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:

- Provide parents/guardian with the names and phone numbers of mental health resources
- Recommend that the parents make an immediate contact with a therapist.
- Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.

Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.

Provide follow-up collaborative support for the student and parents (as indicated) within the school

Develop a safety plan prior to the student's return to school.

Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

#### STAFF ACTIONS:

Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.

Notify principal/site administrator.

Notify school nurse, school psychologist, counselor or social worker.

Protect individual from injury.

#### ADDITIONAL STEPS FOR THE SCHOOL:

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### Earthquake

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

#### Inside Building

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

**STAFF ACTIONS:**

Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.

Check for injuries, and render First Aid.

After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

Check attendance at the assembly area. Report any missing students to principal/site administrator.

Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

Stay alert for aftershocks

Do NOT re-enter building until it is determined to be safe.

**Outside Building****STAFF ACTIONS:**

Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

After shaking stops, check for injuries, and render first aid.

Check attendance. Report any missing students to principal/site administrator.

Stay alert for aftershocks.

Keep a safe distance from any downed power lines

Do NOT re-enter building until it is determined to be safe.

Follow instructions of principal/site administrator.

**During non-school hours****PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.

Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.

Notify fire department and utility company of suspected breaks in utility lines or pipes.

If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.

Notify District Office, who will inform public information media as appropriate.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**Explosion or Risk Of Explosion**

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

**PRINCIPAL/SITE ADMINISTRATOR:**

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the District Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location

- within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

#### STAFF ACTIONS:

Initiate DROP, COVER AND HOLD ON.

If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.

Check to be sure all students have left the school site. Remain with students throughout evacuation process.

Upon arrival at assembly area, check attendance. Report status to site administrator immediately.

Render first aid as necessary.

Do not return to the building until the emergency response personnel determine it is safe to do so.

If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

#### Fire in Surrounding Area

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Determine if EVACUATION of school site is necessary.

Contact local fire department (call 911) to determine the correct action for your school site and notify Superintendent.

If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact SCOE for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.

Direct inspection of premises to assure that all students and personnel have left the building.

Notify the SCOE where the school has relocated and post a notice on the office door stating the temporary new location.

Monitor radio station for information.

Do not return to the building until it has been inspected and determined safe by proper authorities.

#### STAFF ACTIONS:

If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.

Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.

Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.

Remain with students until the building has been inspected and it has been determined safe to return to.

#### ADDITIONAL STEPS FOR THE SCHOOL:

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## Fire on School Grounds

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

### Within School Building

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Sound the fire alarm to implement EVACUATION of the building.

Immediately EVACUATE the school using the primary or alternate fire routes.

Notify the Fire Department (call 911).

Direct search and rescue team to be sure all students and personnel have left the building.

Ensure that access roads are kept open for emergency vehicles.

Notify Superintendent of situation.

Notify appropriate utility company of suspected breaks in utility lines or pipes.

If needed, notify SCOE for OFF-SITE EVACUATION by DIRECTED TRANSPORTATION.

Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

#### STAFF ACTIONS:

EVACUATE students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.

Take attendance. Report missing students to the Principal/designee and emergency response personnel.

Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

### Near the School

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.

Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with school routine.

## Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Issue STAND BY instruction. Determine if evacuation is required.

Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.

Delegate a search team to assure that all students have been evacuated.

Issue DIRECTED TRANSPORTATION instruction if students will be evacuated to a safer location by means of buses and cars.

Post a notice on the office door stating where the school has relocated and inform the District Office.

Monitor AM radio weather station \_\_\_\_\_ for flood information.

Notify District Superintendent of school status and action taken.

Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

**STAFF ACTIONS:**

If warranted, EVACUATE students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.

Remain with students throughout the evacuation process.

Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.

Do not return to school building until it has been inspected and determined safe by property authorities.

**BUS DRIVER ACTIONS:**

- If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**Loss or Failure Of Utilities**

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

**PRINCIPAL/SITE ADMINISTRATOR:**

\* Notify utility company. Provide the following information:

- Affected areas of the school site
- Type of problem or outage
- Expected duration of the outage, if known

\* Determine length of time service will be interrupted.

\* Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.

\* If disruption in service will severely hamper school operation, notify students and staff by appropriate means.

\* Use messengers with oral or written word as an alternate means of faculty notification.

\* Notify District Office of loss of service.

\* Implement plan to provide services without utilities or with alternate utilities.

**A. Plan for Loss of Water**

Toilets: Portable Toilet on site

Drinking Water: Water is available

Food Service: Kashia has a weeks supply at any given moment

Fire Suppression: Kashia is equipped with 3 fire ext.

Other: \_\_\_\_\_

**B. Plan for Loss of Electricity**

Ventilation: Open doors and windows as directed

Emergency Light: Flashlights are available

Computers: Computers have battery backup

Other:

**C. Plan for Loss of Natural Gas**

Heat: Clothing and Blankets

Food Service:

Other:

Kashia Campus Closure: Reduced or Modified Plan and Checklist at link below:

## **Motor Vehicle Crash**

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Notify District Superintendent.

### **STAFF ACTIONS:**

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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## **Pandemic**

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- \* It is a rare global outbreak which can affect populations around the world.
- \* It is caused by a new influenza virus to which people do not have immunity.
- \* Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza or COVID. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.

Insure that students and staff members who are ill stay home.

- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
  - Monitor bulletins and alerts from the Department of Health and Human Services.
  - Keep staff informed of developing issues.
  - Assist the Department of Health and Human Services in monitoring outbreaks.
  - Respond to media inquiries regarding school attendance status.
  - Implement online education, if necessary, so that students can stay home.
  - Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

#### STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice "respiratory hygiene etiquette".
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

#### ADDITIONAL STEPS FOR THE SCHOOL:

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### Psychological Trauma

#### SUICIDE PREVENTION

The Governing Board recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop preventive strategies and intervention procedures.

The Superintendent or designee may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention.

(cf. 1020 - Youth Services)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

#### Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

(cf. 5131 - Conduct)

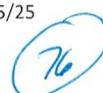
(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

#### SUICIDE PREVENTION (continued)

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated into the health education curriculum in the secondary grades. Such instruction shall be aligned with



state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

(cf. 6142.8 - Comprehensive Health Education)

The Superintendent or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the district's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

#### Staff Development

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of the district director of curriculum and instruction and in cooperation with school counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors

(cf. 5131.6 - Alcohol and Other Drug)

SUICIDE PREVENTION (continued)

2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior

3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health

4. School and community resources and services

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

5. District procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide

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

#### Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal/designee or school counselor. The principal/designee or school counselor will determine risk and intervention needed. The principal/designee or counselor shall then notify the student's parents/guardians as soon as possible to apprise them of the situation and may refer the student to mental health resources in the school or community.

(cf. 5141 - Health Care and Emergencies)

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

SUICIDE PREVENTION (continued)

The Superintendent or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school-sponsored activity.

Legal Reference:

EDUCATION CODE

32280-32289 Comprehensive safety plan 49060-49079 Student records

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors GOVERNMENT CODE

810-996.6 Government Claims Act WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent 5850-5883 Mental Health Services Act

COURT DECISIONS

Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Youth Suicide-Prevention Guidelines for California Schools, 2005

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003 CALIFORNIA DEPARTMENT OF MENTAL HEALTH PUBLICATIONS

California Strategic Plan for Suicide Prevention: Every Californian is Part of the Solution, 2008 CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS National Strategy for Suicide Prevention: Goals and Objectives for Action, 2001 WEB SITES

American Psychological Association: <http://www.apa.org>

California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh> California Department of Mental Health, Children and Youth Programs: [http://www.dmh.ca.gov/Services\\_and\\_Programs/Children\\_and\\_Youth](http://www.dmh.ca.gov/Services_and_Programs/Children_and_Youth)

Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth> National Institute for Mental Health: <http://www.nimh.nih.gov>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov>

SUICIDE PREVENTION

Instruction

At appropriate secondary grades, the district's suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Identify alternatives to suicide and develop coping and resiliency skills
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services

(cf. 1020 - Youth Services)

(cf. 5131.6 - Alcohol and Other Drugs) (cf. 5141.6 - School Health Services)

(cf. 6142.8 - Comprehensive Health Education) (cf. 6164.2 - Guidance/Counseling Services)

Intervention

When a suicide attempt or threat is reported, the principal or designee shall:

1. Ensure the student's physical safety by one of the following, as appropriate:

a. Securing immediate medical treatment if a suicide attempt has occurred

b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

(cf. 5141 - Health Care and Emergencies)

2. Designate specific individuals to be promptly contacted, including the school counselor, psychologist, nurse, superintendent, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies

3. Document the incident in writing as soon as feasible

(cf. 5125 - Student Records)

4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school

6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions

In the event that a suicide occurs or is attempted on campus, the principal or designee shall follow the crisis intervention procedures contained in the comprehensive school safety plan. After consultation with the Superintendent or designee and the student's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

(cf. 0450 - Comprehensive Safety Plan) (cf. 1112- Media Relation

Crisis Action Plan

<https://1drv.ms/b/c/31a5f750d318b357/EUMDzoeRNZdOjO36siyqybcBTXu8W5FoDW4LCKiTjbmBzQ?e=yheZ0J>

Treat Assessment and Safety Plan

[https://1drv.ms/b/c/31a5f750d318b357/ERoiHtVICeZOITTCBz7yMHkBUkxnITjP3GiK3q57Ado\\_cA?e=mVX2Fd](https://1drv.ms/b/c/31a5f750d318b357/ERoiHtVICeZOITTCBz7yMHkBUkxnITjP3GiK3q57Ado_cA?e=mVX2Fd)

#### Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the

- quantity and character of products consumed and other pertinent information.
- Provide list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Notify District Superintendent of situation and number of students and staff affected.
- Confer with Department of Health and Human Services before the resumption of normal school activities.
- Prepare communication for families advising them of situation and actions taken.

#### STAFF ACTIONS:

- Notify principal/site administrator.
- Call the Poison Center Hotline 1-800-222-1222.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed.

#### PREVENTATIVE MEASURES:

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

#### ADDITIONAL STEPS FOR THE SCHOOL:

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### Tactical Responses to Criminal Incidents

Since the tragic incident at Columbine High School (Colorado) in 1999 forced law enforcement to reexamine its response to school shootings, tactics have continued to evolve. Responding officers no longer wait for SWAT teams to arrive and suit up before entering schools and other buildings to confront the suspects. It became permissible, even recommended, that one or two officers would be sufficient to go into the building to deal with the threat to the public. The first officer on scene is given a great deal of decision-making power, to include the decision of when and where to go in. With what seems like an ever-increasing number of active shooter incidents occurring, training is imperative. Sheriff, Police and Highway Patrol Department are training for immediate response. Kashia Elementary is constantly reexamining our emergency policies and working with the tribal council on immediate responses to an active shooter situation or other major criminal offense. e

In most major criminal assaults on a school campus the following things will happen:

- \* There would be one or more suspects actively trying to seriously injure or kill people.
- \* The schools would go into a lockdown mode.
- \* All available first responders from within the county would be responding to the scene.
- \* Numerous parents and other members of the public, including the press, would be responding to the scene.
- \* Landline and cellular telephone systems might become overloaded and inoperable.

Site Survey—Sheriff or police should have a brief description of the school, its relative location, designated locations for command posts and staging areas, floor plans with utility shutoff locations, and various photographs. In the process of putting this together, officers also conducted a threat assessment for the school. Officers examined the schools' emergency response plans as well as physical security measures.

Active Shooter/Immediate Deployment Protocol—First responders adhere to the county-wide Active Shooter/Immediate Deployment protocol. They give consideration to the fact that parents may respond to the scene and that perimeters and traffic control will also need to be established quickly.

**Lockdowns**—The affected school or other facility will go into a lockdown mode per policy; however, other schools in the area should also be warned to go into a precautionary lockdown or “secure campus” mode in which exterior access is restricted.

**Affected Site:** First responders will expect that the site will be in a lockdown mode. This means that classroom and office doors will be locked, lights will be turned off, and students and school employees will be hidden from sight. If students or employees are in open areas or outside when an incident begins (e.g., gunshots or explosions are heard inside the building) and the adult supervisor or employee believes the safest course of action is to gather students and employees and move to a safe location off site.

Should students or employees be confronted by an individual intent on doing them harm (e.g., a shooter breaks into a locked classroom or students or employees are unable to hide or escape), based on their capabilities, they should consider taking defensive measures or taking action to distract the suspect.

\* **Securing Offices and Classrooms:** All doors to offices and classrooms should be locked. It is preferable to have locking mechanisms that can be activated from inside the rooms. Blinds or shades should be closed, and lights should be turned out. Doing this will reduce the suspect’s ability to see inside the rooms. Employees and students should also avoid hiding in areas within view of windows. Also, hiding under desks might not be the best place to hide.

If people inside a room are in need of immediate first aid and no one inside the room is capable of performing first aid, a red placard may be placed in a window where it will be easily visible to first responders. First responders are trained to be aware of red placards, and the use of these placards will expedite the process of getting aid to those who need it. Other placards may also be used, such a green card to indicate no immediate aid is needed in a room.

Room occupants should also consider taking additional measures to barricade doors. This can be done by using ropes, belts, extension cords, or similar items to tie outward-opening doors shut. Desks and chairs may also be placed inside the doorway. Should first responders want to gain access into a room, they will knock and announce their presence. Codes have been developed for use between school staff and first responders. This process will be used to confirm the identities of those on the other side of the door.

First responders can work in advance with school districts to establish protocols, helping to ensure the response to critical incidents can be more manageable. To varying degrees, protocols should be accessible to all responding agencies and departments. Copies of plans can be stored in shared electronic networks and kept in hard-copy form in vehicles. While neighboring law enforcement agencies should have full access to plans, school districts don’t need to know law enforcement’s tactics. They need to know what to expect, though, and what their responsibilities are in these situations. Likewise, public works departments don’t need to know tactics, but providing these agencies with the locations of street closures and meeting points can take a sizeable load off the plate of incident commanders. When first responders put in a moderate amount of work ahead of time, valuable time and effort can be saved later.

Please review the incident command protocols for Kashia response as we work closely with the Tribal Community and law enforcement.

### **Unlawful Demonstration or Walkout**

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Obtain information on when, why and how many people are expected. Identify the spokesperson for the group

Contact local police department for the school’s jurisdiction and advise them of the situation.

Notify staff of the planned demonstration.

Develop an information letter to parents.

Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.

Designate a staff member to handle incoming calls during the demonstration.

Establish areas where demonstrators can set up without affecting the operation of the school

Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the

school.

**STAFF ACTIONS:**

Do not allow students to be interviewed by the media or join in the demonstration

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE STUDENT RIOT**

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

**STUDENT ACTIONS:**

- ? In a violent situation, immediately notify the first available adult.
- ? Do not retaliate or take unnecessary chances.
- ? Move away from the area of agitation.
- ? Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- ? Stay calm and reassure fellow students.
- ? Assist teachers and staff in accounting for students.
- ? Share all relevant information with law enforcement, teachers, and school staff.
- ? Follow directions from school administrator or law enforcement directions about where to go.
- ? Do not speculate to others or perpetuate rumors.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ? Initiate LOCKDOWN, if warranted. Alert other administrators about the incident.
- ? Control student ingress and egress from campus.
- ? Identify why the disruption is occurring. If necessary, notify police to request assistance.
- ? If disruption is non-violent, notify school resource officer or school education officer.
- ? Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- ? Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- ? If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- ? Notify parents about the incident, as appropriate.
- ? After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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