



**GGUSD COMPREHENSIVE  
SCHOOL SAFETY AND  
EMERGENCY PLAN**

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# SECTION 1- COMPREHENSIVE SCHOOL SAFETY PLAN



**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
**Office of Business Services**

## **INTRODUCTION TO COMPREHENSIVE SCHOOL SAFETY PLAN**

California Education Code requires the development of Comprehensive School Safety Plans (CSSP). This requirement affirms that schools shall develop a school safety plan relevant to the needs and resources of the school.

Comprehensive School Safety Plans must include information intended to help schools identify elements and resources important in improving school climate and safety and are required to contain the following elements (EC § 32282(a)):

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

The Garden Grove Unified School District plans to provide a safe and supportive school climate and culture because it leads to increased student engagement, attendance and achievement. Likewise, it improves our community's knowledge of what schools are doing regarding school climate and safety.

Per California Education Code, Comprehensive School Safety Plans must be reviewed and updated annually. To assist schools with their Comprehensive School Safety Plans, the Business Office put together a complete binder of all the components noted above, the GGUSD Comprehensive School Safety and Emergency Plan. **The binders will be sent to school sites by July 31, 2024, any updates will be provided as needed moving forward.** For the Assessment of Current Status of School Crime element, the Cumulative Actual Attendance Rate fulfills the requirement. Please be aware that this assessment needs to be replaced every spring when the Office of Business Services provides the Cumulative Actual Attendance Rate for Period 1-7 in the PIO Administrator's Weekly Bulletin. Please note, in **Section 1, Incident Command System**, the school must update their staff assignments during disasters annually.

Furthermore, in accordance with the California Education Code, the public must be given the opportunity to review your school's Comprehensive School Safety Plan. Specific members of the public, including the local mayor, should also be invited to participate (see sample letter). Please request that this item be added to the agenda of your first School Site Council meeting. After the School Site Council (SSC) has reviewed the CSSP, please complete the CSSP certification page in the School Plan and submit it to the Business Office. For further details, please refer to the PIO Administrator's Weekly Bulletin.

An electronic version of this binder is available on Google Drive under GGUSD Comprehensive School Safety and Emergency Plan along with any pertaining information.

[https://drive.google.com/drive/folders/1WhlxYYHQR7iNQ\\_m\\_hGdTwaastOsifsi](https://drive.google.com/drive/folders/1WhlxYYHQR7iNQ_m_hGdTwaastOsifsi)

## **SAMPLE LETTER TO INVITE MEMBERS OF THE PUBLIC TO REVIEW CCSP**

### **Sample Letter Inviting Specific Members of the Public to the Safety Plan Public Hearing**

**(Place on School Letterhead)**

**Date:**

Dear Mayor of \_\_\_\_\_, **Certificated Union** Representative, **Classified Union** Representative, **Parent Organization** Representative, **Student Body** Representative, and **names of specific persons wanting to be notified:**

\_\_\_\_\_ school is in the process of reviewing and updating its Comprehensive School Safety Plan.

Our **school site council (or school safety planning committee)** will be holding a public meeting at the school and cordially invites you to attend to allow you the opportunity to express your opinion about the safety plan.

The meeting will be held in our school's **(gym, cafeteria, principal's office, etc.)** on **(date)** from **(start time)** to **(end time)**.

We hope you can attend and provide your input. If you have any questions about the meeting, please contact me at **(Email Address)**.

Sincerely,

Principal

-----  
**Note: Education Code Section 32288 states:** Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.

**Education Code Section 32288 requires the following people (if applicable) to receive notice:**

- A. The local mayor.
- B. A representative of the local school employee organization.
- C. A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs.
- D. A representative of each teacher organization at the school site.
- E. A representative of the student body government.

## COMPREHENSIVE SCHOOL SAFETY PLAN CERTIFICATION PAGE

**SCHOOL NAME:**

**SCHOOL ADDRESS:**

**SCHOOL PHONE NUMBER:**

Each school district is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grade 1 to 12, inclusive (California Education Code § 32281(a)).

A school site council shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school (California Education Code § 32281(b)(1)).

The school site council may delegate this responsibility to a school safety planning committee made up of the following members:

- ✓ The principal or the principal's designee.
- ✓ One teacher who represents the Garden Grove Education Association.
- ✓ One parent whose child attends the school.
- ✓ One classified employee who represents the California School Employees Association.
- ✓ Other members, if desired (California Education Code § 32281(b)(2))

An updated file of all safety-related plans and materials shall be readily available for inspection by the public (California Education Code § 32282(d)).

### SCHOOL SAFETY PLANNING COMMITTEE

<u>Name</u>	<u>Title</u>	<u>Signature</u>
<b>INSERT NAME</b>	<b>INSERT TITLE</b>	_____
<b>INSERT NAME</b>	<b>INSERT TITLE</b>	_____
<b>INSERT NAME</b>	<b>GGEA Representative</b>	_____
<b>INSERT NAME</b>	<b>CSEA Representative</b>	_____
<b>INSERT NAME</b>	<b>Parent Representative</b>	_____
<b>INSERT NAME</b>	<b>Garden Grove Police Officer</b>	_____

**Date of Public Meeting:**

The School Safety Plan was reviewed at a public meeting on Date: **(INSERT DATE)**  
(California Education Code § 32288(b)(1))

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Business Services**

**ELEMENTARY DISASTER PLAN UPDATE AND VERIFICATION 2024/25**

Annually, the school principal is required to update emergency assignments and review with staff the site emergency information and procedures described in the GGUSD Comprehensive School Safety and Emergency Plan Binder. The school site principal must also verify that required emergency supplies are available in each classroom and health office. Please follow the procedures outlined below and provide the appropriate responses.

**DISASTER PLAN UPDATE AND VERIFICATION**

- Ensure each staff member knows how to carry out assigned duties according to the Incident Command System.
- Update staff emergency assignments on the Incident Command System (ICS) form (included). Upon completion of the ICS form, forward a copy to Rosa Gonzalez, Office of Business Services.
- Review the campus map in the GGUSD Comprehensive School Safety and Emergency Plan and Rapid Responder for any changes to designated emergency areas.

The annual review of the GGUSD Comprehensive School Safety and Emergency Plan has been conducted with all certificated and classified staff; and updates, if needed, have been added to the site Incident Command System form and campus map.

Yes                       No

**EMERGENCY SUPPLIES VERIFICATION**

Verification of the emergency classroom and health office supplies has been conducted and the results revealed:

**RED EMERGENCY BACKPACKS**

- Available in Each Classroom
- Not Available in Each Classroom
  
- Contents Complete
- Contents Incomplete

**WHEELED SCHOOL MEDICAL KIT**

- Location Verified
- Unable to Locate
  
- Contents Complete
- Contents Incomplete

**HEALTH OFFICE MEDICAL KIT**

- Location Verified
- Unable to Locate
  
- Contents Complete
- Contents Incomplete

*Contact Office of Business Services/Risk Management at ext. 77400 or 6133 for replacement/purchasing information related to red emergency backpacks and wheeled school medical kits.*

\_\_\_\_\_  
SCHOOL

\_\_\_\_\_  
PRINCIPAL'S SIGNATURE

\_\_\_\_\_  
DATE

Please return this form to Rosa Gonzalez, Office of Business Services, **refer to PIO for further details.**



**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Business Services**

**SECONDARY DISASTER PLAN UPDATE AND VERIFICATION 2024/25**

Annually, the school principal is required to update emergency assignments and review with staff the site emergency information and procedures described in the GGUSD Comprehensive School Safety and Emergency Plan binder. The school site principal must also verify that required emergency supplies are available in each classroom and health office. Please follow the procedures outlined below and provide the appropriate responses.

**DISASTER PLAN UPDATE AND VERIFICATION**

- Ensure each staff member knows how to carry out assigned duties according to the Incident Command System.
- Update staff emergency assignments on the Incident Command System (ICS) form (included). Upon completion of the ICS form, forward a copy to Rosa Gonzalez, Office of Business Services.
- Review the campus map in the GGUSD Comprehensive School Safety and Emergency Plan and Rapid Responder for any changes to designated emergency areas.

The annual review of the GGUSD Comprehensive School Safety and Emergency Plan has been conducted with all certificated and classified staff; and updates, if needed, have been added to the site Incident Command System form and campus map.

Yes                       No

**EMERGENCY SUPPLIES VERIFICATION**

Verification of the emergency classroom and health office supplies has been conducted and the results revealed:

**RED EMERGENCY BACKPACKS**

- Available in Each Classroom
- Not Available in Each Classroom
  
- Contents Complete
- Contents Incomplete

**WHEELED SCHOOL MEDICAL KIT**

- Location Verified
- Unable to Locate
  
- Contents Complete
- Contents Incomplete

**HEALTH OFFICE MEDICAL KIT**

- Location Verified
- Unable to Locate
  
- Contents Complete
- Contents Incomplete

*Contact Office of Business Services/Risk Management at ext. 77400 or 6133 for replacement/purchasing information related to red emergency backpacks and wheeled school medical kits.*

**SCHEDULE OF EMERGENCY DRILLS**

**Disaster Drills** (Duck, Cover, and Hold) are required **four times per year**, and should be scheduled according to the annual calendar unless other arrangements have been made with the Office of Secondary Education.

**Fire Drills** are required **four times per year** at each intermediate school and twice per year at each high school. Local fire agencies conduct periodic checks to verify that the recorded drills are accurately reflected.

**Intruder on Campus "Lockdown" Drills** are required annually and must be conducted by the end of the first quarter.

Review the school site procedures with the roving personnel (substitutes, music teachers, psychologists, speech pathologists, etc.).

An **"Emergency Drill Record"** is included for your use. All disaster, fire, and lockdown drills should be reflected on the "Emergency Drill Record". It is recommended that the Emergency Drill Record be maintained on the secretary or principal's computer desktop for monthly updating. Upon completion of the final drill in June, forward a signed copy of the form to PIO Office, attention Abby Broyles. In addition, send a copy of this form to Rosa Gonzalez, Office of Business Services, refer to PIO for further details.

---

SCHOOL

---

PRINCIPAL'S SIGNATURE

---

DATE

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Secondary Education**

**EMERGENCY DRILL RECORD**  
**2024-25 School Year (Sample Only)**

Based on Education Code Sections 3200, a **fire drill** must be conducted four times per year at each intermediate school and two times per year at each high school. In addition, schools must test their fire alarm signal at least once a month. **Disaster/drop (duck, cover, and hold)** procedures must be practiced twice per year at each intermediate and high school (E.C. 32282).

The district requires that one schoolwide **lockdown** exercise must be practiced by the end of the first quarter.

Drills should be scheduled as indicated above unless arrangements have been made with the Office of Secondary Education. Please record the fire, disaster/drop, and lockdown drill information below and forward the completed and signed form to Abby Broyles, Public Information Office. **Please refer to PIO for further details.**

MONTH	REQUIRED SCHOOLS REQUIRED DRILL(S)	DATE	TIME REQUIRED TO CLEAR BUILDINGS AND/OR ACCOUNT FOR STUDENTS	COMMENTS*
<i>1<sup>st</sup> Quarter</i>	Intermediate Schools Fire Drill			
<i>1<sup>st</sup> Quarter</i>	Intermediate and High Schools Lockdown Drill <i>One lockdown exercise must be practiced by the end of the first quarter.</i>			
<i>2<sup>nd</sup> Quarter</i>	Intermediate Schools Fire Drill			
<i>1<sup>st</sup> Semester</i>	Intermediate Schools Disaster/Drop Drill			
	High Schools Fire and Disaster/Drop Drill			
<i>3<sup>rd</sup> Quarter</i>	Intermediate Schools Fire Drill			
<i>4<sup>th</sup> Quarter</i>	Intermediate Schools Fire Drill			
<i>2<sup>nd</sup> Semester</i>	Intermediate Schools Disaster/Drop Drill			
	High Schools Fire and Disaster/Drop Drill			

\*Include comments regarding the quality of the fire, disaster/drop, or lockdown drill. Such comments may be "very slow", "too many stragglers", "improved over last time", or "all responded properly", etc.

This signed Emergency Drill Record certifies that the aforementioned drills were conducted as stated under my supervision.

\_\_\_\_\_

SCHOOL

\_\_\_\_\_

PRINCIPAL'S SIGNATURE

\_\_\_\_\_

DATE

## INCIDENT COMMAND SYSTEM

ANNUAL UPDATE

SCHOOL/SITE: \_\_\_\_\_ DATE: \_\_\_\_\_

Position Title	Name(s)	Alternate(s)
<b>Command/Management</b>		
Incident Commander		
Safety Officer		
PIO		
Liaison Officer		
<b>Operations</b>		
Operations Chief		
Site Security/ Damage Assessment Team (2)	1. 2.	1. 2.
Search/Rescue Team Leader		
Search/Rescue Team (2)	1. 2.	1. 2.
First Aid/Medical Team Leader		
First Aid/Medical Team (2)	1. 2.	1. 2.
Student Care Team (2)	1. 2.	1. 2.
Student Release Team (2)	1. 2.	1. 2.
<b>Planning/Intelligence</b>		
Planning/Intelligence Chief		
Documentation		
Situation Analysis		
<b>Logistics</b>		
Logistics Chief		
Supplies/Logistics		
Staffing		
Communications		
<b>Finance/Administration</b>		
Finance/Administration Chief		
Timekeeping		
Purchasing		

## INCIDENT COMMAND SYSTEM - DUTY REPORTING STATIONS

Incident Command System Activated for Catastrophic Emergencies

LIST THE LOCATIONS WHERE THE EMERGENCY RESPONSE TEAMS WILL BE LOCATED ON CAMPUS.

**COMMAND POST**

**STUDENT SUPERVISION TEAM**

**STUDENT RELEASE TEAM**

**FIRST AID/ MEDICAL/  
PRESERVATION TEAM**

**PLANNING & INTELLIGENCE**

**LOGISTICS SECTION**

**SEARCH AND RESCUE TEAM**

Follow procedures as described in emergency plan then report to Incident Commander.

**SECURITY / UTILITY SHUT-OFF/  
DAMAGE/ASSESSMENT/ FIRE  
SUPPRESSION TEAM**

Follow procedures as described in emergency plan then report to Incident Commander.

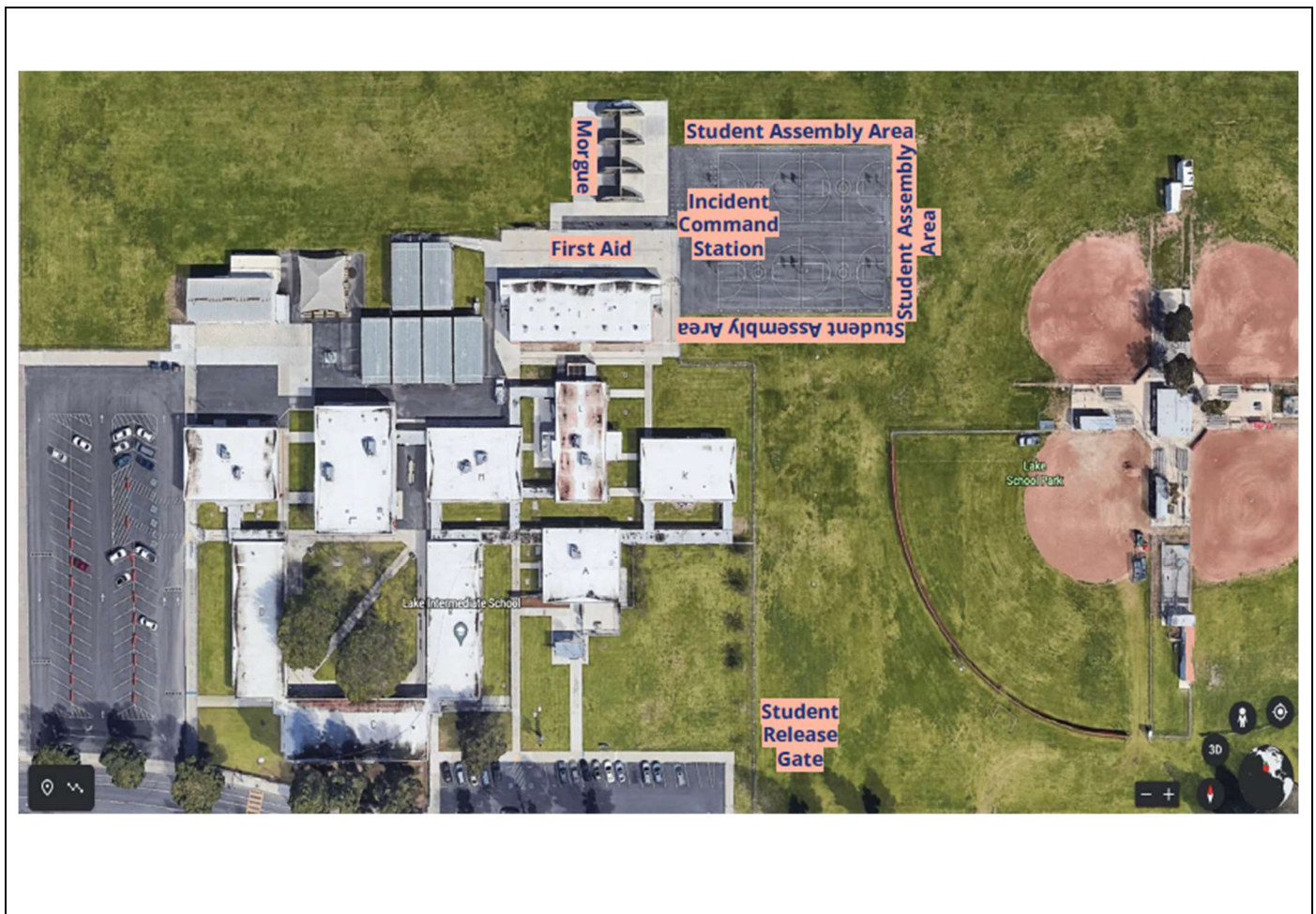
## SCHOOL PLOT MAP

2024/2025

**Emergency Assembly Area:** Refer to posted evacuation routes located inside each classroom/building.

**Off-Campus Emergency Assembly Area:** Advanced planning for an off-campus location should be determined by the school's safety committee. During an emergency, the final decision for a safe Off-Campus Emergency Assembly Area may be determined after collaboration with District Officials, School Administrators, Police Personnel and other first responding agencies.

### SAMPLE OF A SCHOOL PLOT MAP



## UTILITY SHUT-OFF INFORMATION

2024/2025

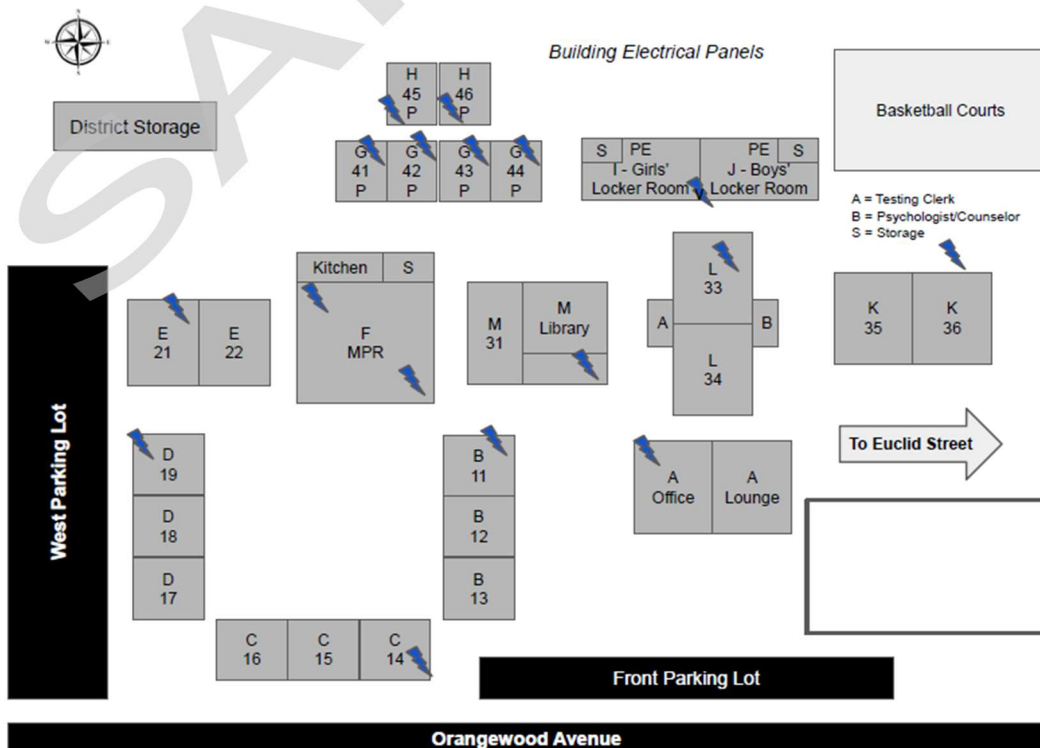
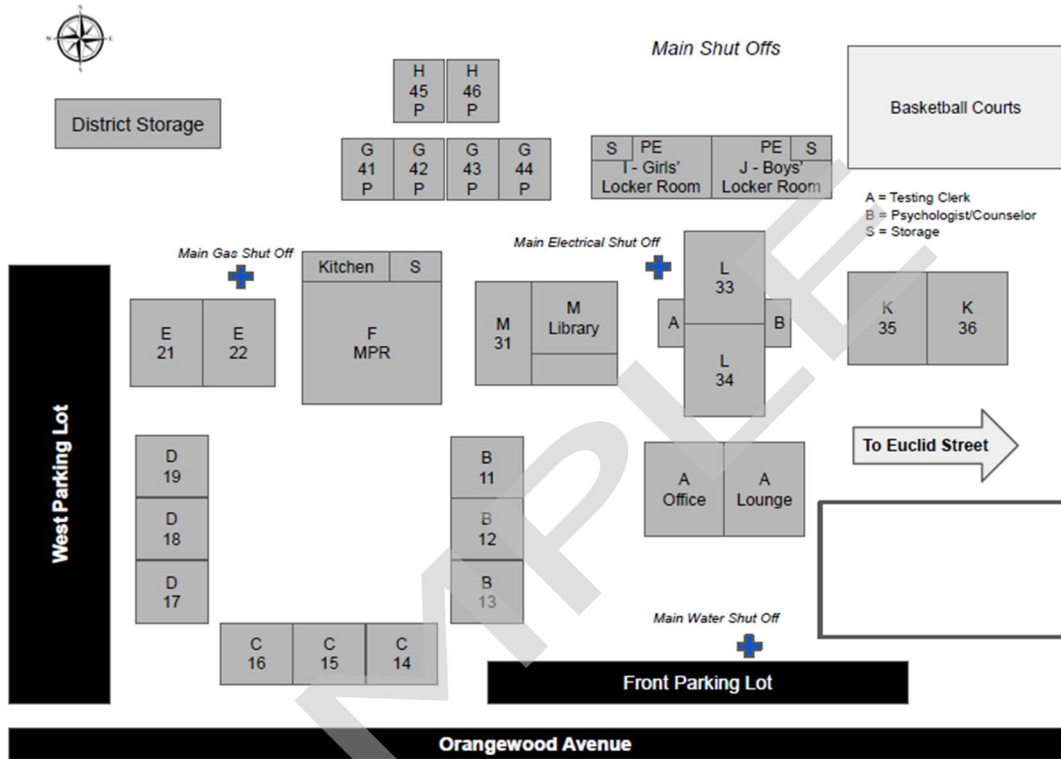
For reference use only

Utility	Location	Keys/Tools Needed
<b>Gas</b>		
<b>Water</b>		
<b>Electrical</b>		

## UTILITY SHUT-OFF LOCATIONS

### GAS, ELECTRICITY, & WATER SHUT-OFF VALVE (SAMPLE SCHOOL BELOW)

Provide site map location(s) of your school's main gas, electrical and water shut-off valves.







## UTILITY SHUT-OFF PHOTOGRAPHS

2024/2025 (Sample Photographs)

Please replace this page with your own site's photographs

### GAS SHUT-OFF VALVE (SAMPLE)

**Provide written location(s) of your school's main gas shut-off valves**

Gas shutoff located in the northwest section of the campus, 120 yards northwest of A Building. With a large wrench, turn all valves perpendicular to direction of pipe flow to shut off.

Description: Located in the northwest section of the campus, 120 yards northwest of A Building; looking southeast.



### ELECTRICITY SHUT-OFF SWITCH (SAMPLE)

**Provide written location(s) of your school's main electrical shut-off switches**

Power shutoff located on the east side, south central section of L Building inside enclosure, south wall. Open doors that are padlocked on north side of building, open cabinets and turn off all breakers.

Description: Located on the east side, south central section of L Building inside enclosure, south wall; looking south.



### WATER SHUT-OFF VALVE (SAMPLE)

**Provide written location(s) of your school's main water shut-off valves**

Water shutoff located in the northwest section of the campus, southwest corner of tennis courts in sidewalk by gate. Remove heavy metal cover and use large 4.5-foot water key to turn off main valve. The water key is located in M Building.

Description: Located in the northwest section of the campus, southwest corner of tennis courts in sidewalk by gate; looking northeast.

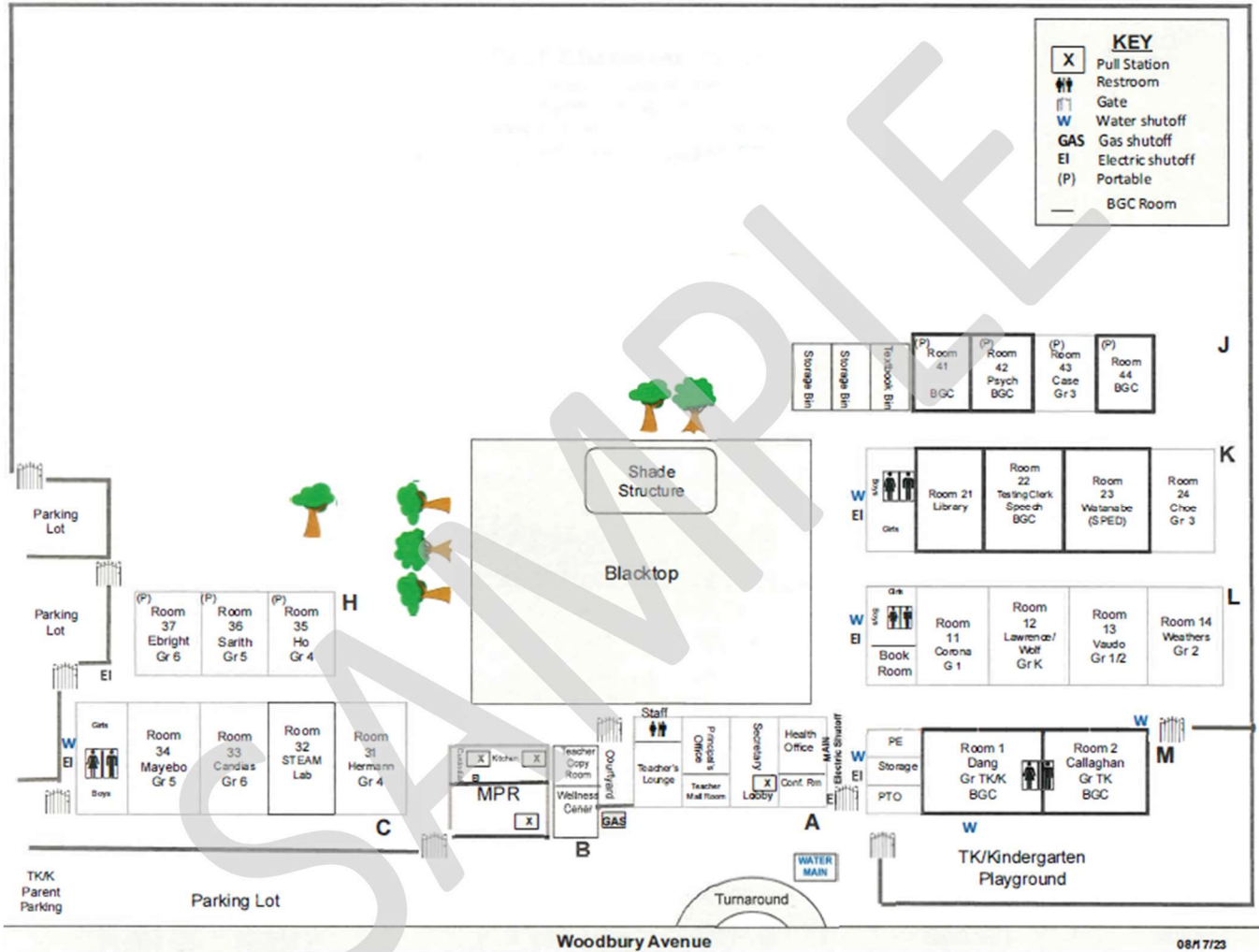


## SAFE INGRESS AND EGRESS

2024/2025

Identify Safe Ingress and Egress routes to/from school campus.  
(Insert your own Campus Map.)

### CAMPUS MAP (Sample School)



## **AFTER-SCHOOL/EXTRA CURRICULUM EMERGENCY PROTOCOL**

For reference use only

Please list all after school programs and emergency contact information.

- Identify internal communication protocols for notification to school administrator(s) regarding emergencies (police, fire, medical) that may occur on campus after school hours or during an extra curriculum/athletic event off school grounds.
- Identify after-school programs that exist on campus and list the protocols in place to bridge the communication between school administrators and the programs identified.

## A SAFE AND ORDERLY ENVIRONMENT CONDUCTIVE TO LEARNING AT THE SCHOOL

### ALCOHOL, TOBACCO, AND OTHER DRUG USE

The Garden Grove Unified School District Board of Education seeks to ensure that every student is provided with a safe and healthful learning environment. Therefore, alcohol, tobacco, and other drug use by students and/or visitors will not be tolerated on school campuses or at any school-related function. This includes electronic cigarettes, electronic hookahs, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products.

Developed in conjunction with state Board of Education guidelines, district-wide drug, alcohol, and tobacco use prevention education programs have been designed to meet the needs of individual students. Components of the programs include prevention, intervention, and cessation. Self-referral for drug use is supported with counseling services.

The district has adopted guidelines and procedures for students who use drugs, alcohol, and tobacco. These guidelines and procedures are available for inspection on request in the school office.

### MANDATORY ATTENDANCE

Attendance at school is mandatory for all children between the ages of six and eighteen years of age. In addition, no pupil is permitted to leave school at recess or any other time before the regular hour of closing without the approval of the school principal or the designee. Violations will be considered as truancy (Administrative Reg. 5112.1).

Students under the age of 18 in the Garden Grove Unified School District are not permitted to leave school grounds while school is in session without consent of the parent or guardian, except in cases of medical emergency.

NOTE: Approval to release a student during the school day will be granted only to those persons listed on the Student Information and Emergency Form. Authorized persons must be able to present valid identification as a condition of the student's release.

### UNIFORM COMPLAINT PROCEDURES

The Garden Grove Unified School District has the primary responsibility for compliance with federal and state laws and regulations. We have established the Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees, and the non-compliance of our Local Control and Accountability Plan (LCAP).

The district shall investigate allegations of unlawful discrimination, harassment, intimidation, or bullying on the basis of actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family or marital status, immigration and citizenship status, military status or association with a person or a group with one or more of these actual or perceived characteristics for any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

### DISCIPLINE

The Garden Grove Unified School District is committed to providing an educational environment where pupils and staff members are safe and secure. School staff members act promptly to protect pupils in potentially harmful circumstances. Pupils who misbehave or commit unlawful acts as enumerated in the state Education Code and school district policy are subject to suspension from school, transfer to another school, and/or expulsion from the district. District rules governing discipline (Board Policy 5151/Administrative Regulation 5151.1) are available online.

*Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his/her teacher and others in authority; observe good order and propriety of deportment; be diligent in study; respectful to the teacher and others in authority; kind and courteous to schoolmates; and refrain entirely from the use of profane and vulgar language (CCR, Title 5, Sec. 300).*

**GARDEN GROVE UNIFIED SCHOOL DISTRICT**  
Office of Business Services

**ASSESSMENT OF CURRENT STATUS OF SCHOOL CRIME**  
2023-2024 CUMULATIVE ACTUAL ATTENDANCE RATE (PERIOD 1-7)

3/20/2024	ACTUAL	% OF	DAYS	% OF	DAYS	% OF	DAYS OF	% OF	DAYS OF	% OF	DAYS OF	% OF	%	TOTAL	TOTAL	
SCHOOLS	DAYS	POSSIBLE	EXCUSED	POSSIBLE	PERMISSIVE	POSSIBLE	SUSPENDED	POSSIBLE	SUSPENDED	TRUANT	POSSIBLE	TRUANT	UNEXCUSED	POSSIBLE	UNPAID	
	=PD DAYS	=% PD DAYS	(incl MEDICAL) ABSENCE	EXCUSED DAYS	ABSENCE	PERMISSIVE DAYS	ABSENCE	SUSPENDED DAYS	SUSPENDED DAYS	ABSENCE	TRUANT DAYS	TRUANT DAYS	UNEXCUSED DAYS	POSSIBLE DAYS	DAYS	
<b>ELEMENTARY</b>																
ALLEN	11,329	96.82%	274	2.34%	0	0.00%	0	0.00%	0	0.00%	98	0.84%	3.18%	11,701	100.00%	
ANTHONY	5,994	96.37%	187	3.01%	4	0.06%	0	0.00%	0	0.00%	35	0.56%	3.63%	6,220	100.00%	
BARKER	8,230	95.65%	308	3.58%	1	0.01%	0	0.00%	0	0.00%	65	0.76%	4.35%	8,604	100.00%	
BROOKHURST	7,035	93.06%	412	5.45%	19	0.25%	0	0.00%	0	0.00%	94	1.24%	6.94%	7,560	100.00%	
BRYANT	9,662	92.06%	559	5.33%	102	0.97%	0	0.00%	0	0.00%	172	1.64%	7.94%	10,495	100.00%	
CARRILLO	8,925	94.50%	334	3.54%	10	0.11%	0	0.00%	0	0.00%	175	1.85%	5.50%	9,444	100.00%	
CLINTON	7,709	94.84%	284	3.49%	9	0.11%	0	0.00%	0	0.00%	126	1.55%	5.16%	8,128	100.00%	
COOK	6,202	96.63%	167	2.60%	0	0.00%	0	0.00%	0	0.00%	49	0.76%	3.67%	6,418	100.00%	
CROSBY	5,523	94.59%	232	3.97%	2	0.03%	1	0.02%	0	0.00%	81	1.39%	5.41%	5,839	100.00%	
EISENHOWER	8,519	95.07%	336	3.75%	7	0.08%	0	0.00%	0	0.00%	99	1.10%	4.93%	8,961	100.00%	
ENDERS	6,764	94.42%	328	4.58%	3	0.04%	1	0.01%	0	0.00%	68	0.95%	5.68%	7,164	100.00%	
EVANS	7,464	95.92%	258	3.31%	0	0.00%	0	0.00%	0	0.00%	68	0.87%	4.18%	7,790	100.00%	
EXCELSIOR	7,512	96.26%	189	2.42%	0	0.00%	0	0.00%	0	0.00%	103	1.32%	3.74%	7,904	100.00%	
FAYLANE	8,482	96.21%	238	2.70%	10	0.11%	0	0.00%	0	0.00%	86	0.98%	3.79%	8,816	100.00%	
GARDEN PARK	4,318	95.96%	126	2.80%	4	0.09%	2	0.04%	0	0.00%	50	1.11%	4.04%	4,500	100.00%	
GILBERT	8,666	93.66%	423	4.57%	26	0.28%	3	0.03%	0	0.00%	135	1.46%	6.34%	9,253	100.00%	
HAZARD	7,244	96.19%	198	2.63%	0	0.00%	0	0.00%	0	0.00%	89	1.18%	3.81%	7,531	100.00%	
HERITAGE	7,146	92.66%	460	5.96%	0	0.00%	2	0.03%	0	0.00%	104	1.35%	7.04%	7,712	100.00%	
HILL	4,780	93.91%	202	3.97%	1	0.02%	0	0.00%	0	0.00%	107	2.10%	6.09%	5,090	100.00%	
LAWRENCE	7,737	92.32%	391	4.67%	17	0.20%	0	0.00%	0	0.00%	236	2.82%	7.68%	8,381	100.00%	
MARSHALL	5,778	95.26%	230	3.79%	0	0.00%	0	0.00%	0	0.00%	58	0.96%	4.75%	6,066	100.00%	
MITCHELL	6,957	95.24%	234	3.20%	3	0.04%	0	0.00%	0	0.00%	111	1.52%	4.76%	7,305	100.00%	
MONROE	9,418	95.13%	410	4.14%	41	0.41%	0	0.00%	0	0.00%	31	0.31%	4.87%	9,900	100.00%	
MORNINGSIDE	7,349	94.84%	314	4.05%	5	0.06%	1	0.01%	0	0.00%	80	1.03%	5.16%	7,749	100.00%	
MURDY	11,636	96.05%	296	2.44%	5	0.04%	0	0.00%	0	0.00%	177	1.46%	3.95%	12,114	100.00%	
NEWHOPE	6,202	94.70%	237	3.62%	3	0.05%	0	0.00%	0	0.00%	107	1.63%	5.30%	6,549	100.00%	
NORTHCUTT	6,649	93.31%	318	4.46%	1	0.01%	1	0.01%	0	0.00%	157	2.20%	6.69%	7,126	100.00%	
PAINE	7,418	94.76%	315	4.02%	0	0.00%	0	0.00%	0	0.00%	95	1.21%	5.24%	7,828	100.00%	
PARKVIEW	7,527	93.70%	346	4.31%	3	0.04%	0	0.00%	0	0.00%	18	0.22%	1.39%	8,033	100.00%	
PATTON	15,575	95.71%	539	3.31%	0	0.00%	0	0.00%	0	0.00%	159	0.98%	4.29%	16,273	100.00%	
PETERS K-3	8,062	94.40%	393	4.60%	0	0.00%	0	0.00%	0	0.00%	85	1.00%	5.60%	8,540	100.00%	
PETERS 4-6	7,541	95.63%	278	3.53%	20	0.25%	1	0.01%	33	0.42%	13	0.16%	4.37%	7,886	100.00%	
POST	6,179	95.62%	230	3.56%	4	0.06%	0	0.00%	0	0.00%	49	0.76%	4.38%	6,462	100.00%	
RIVERDALE	8,802	93.45%	391	4.15%	0	0.00%	4	0.04%	0	0.00%	222	2.36%	6.55%	9,419	100.00%	
ROSITA	5,651	95.91%	183	3.11%	0	0.00%	0	0.00%	0	0.00%	58	0.98%	4.09%	5,892	100.00%	
RUSSELL	8,181	95.11%	331	3.85%	19	0.22%	2	0.02%	0	0.00%	69	0.80%	4.89%	8,602	100.00%	
SIMMONS	4,429	93.56%	266	5.62%	4	0.08%	0	0.00%	0	0.00%	35	0.74%	6.44%	4,734	100.00%	
STANFORD	8,728	95.58%	338	3.70%	3	0.03%	0	0.00%	0	0.00%	63	0.69%	4.42%	9,132	100.00%	
STANLEY	5,910	94.45%	294	4.70%	6	0.10%	0	0.00%	0	0.00%	47	0.75%	5.55%	6,257	100.00%	
SUNNYSIDE	9,147	95.73%	251	2.63%	6	0.06%	0	0.00%	0	0.00%	151	1.58%	4.27%	9,555	100.00%	
VIOLETTE	4,463	93.45%	194	4.06%	0	0.00%	2	0.04%	10	0.21%	107	2.24%	6.55%	4,776	100.00%	
WAKEHAM	5,005	95.48%	164	3.13%	0	0.00%	1	0.02%	0	0.00%	72	1.37%	4.52%	5,242	100.00%	
WARREN	8,367	93.82%	399	4.47%	8	0.09%	2	0.02%	0	0.00%	142	1.59%	6.18%	8,918	100.00%	
WOODBURY	5,880	94.10%	267	4.27%	14	0.22%	1	0.02%	0	0.00%	87	1.39%	5.90%	6,249	100.00%	
ZEYEN	3,924	95.59%	145	3.53%	-2	-0.05%	0	0.00%	0	0.00%	38	0.93%	4.41%	4,105	100.00%	
<b>TOTAL ELEMENTARY</b>	<b>334,019</b>	<b>94.86%</b>	<b>13,269</b>	<b>3.77%</b>	<b>358</b>	<b>0.10%</b>	<b>24</b>	<b>0.01%</b>	<b>61</b>	<b>0.02%</b>	<b>4,392</b>	<b>1.25%</b>	<b>5.14%</b>	<b>352,123</b>	<b>100.00%</b>	

3/20/2024	ACTUAL	% OF	DAYS	% OF	DAYS	% OF	DAYS OF	% OF	DAYS OF	% OF	DAYS OF	% OF	%	TOTAL	TOTAL	
SCHOOLS	DAYS	POSSIBLE	EXCUSED	POSSIBLE	PERMISSIVE	POSSIBLE	SUSPENDED	POSSIBLE	SUSPENDED	TRUANT	POSSIBLE	TRUANT	UNEXCUSED	POSSIBLE	UNPAID	
	=PD DAYS	=% PD DAYS	(incl MEDICAL) ABSENCE	EXCUSED DAYS	ABSENCE	PERMISSIVE DAYS	ABSENCE	SUSPENDED DAYS	SUSPENDED DAYS	ABSENCE	TRUANT DAYS	TRUANT DAYS	UNEXCUSED DAYS	POSSIBLE DAYS	DAYS	
<b>INTERMEDIATE</b>																
ALAMITOS	9,908	94.44%	389	3.71%	39	0.37%	47	0.45%	2	0.02%	106	1.01%	5.56%	10,491	100.00%	
BELL	10,425	95.55%	349	3.20%	12	0.11%	3	0.03%	24	0.22%	98	0.90%	4.45%	10,911	100.00%	
DOIG	9,096	94.79%	248	2.58%	2	0.02%	34	0.35%	106	1.10%	110	1.15%	5.21%	9,966	100.00%	
FITZ	9,323	93.57%	435	4.37%	12	0.12%	26	0.26%	68	0.68%	100	1.00%	6.43%	9,964	100.00%	
IRVINE	9,385	93.89%	374	3.74%	9	0.09%	30	0.30%	7	0.07%	191	1.91%	6.11%	9,996	100.00%	
JORDAN	10,179	95.74%	306	2.88%	18	0.17%	5	0.05%	3	0.03%	121	1.14%	4.26%	10,632	100.00%	
LAKE	7,691	94.92%	311	3.84%	4	0.05%	11	0.14%	0	0.00%	86	1.06%	5.08%	8,103	100.00%	
MCGARVIN	12,359	97.43%	268	2.11%	20	0.16%	3	0.02%	13	0.10%	22	0.17%	2.57%	12,685	100.00%	
RALSTON	8,772	94.97%	358	3.88%	12	0.13%	13	0.14%	0	0.00%	82	0.89%	5.03%	9,237	100.00%	
WALTON	8,775	94.31%	390	4.19%	48	0.52%	14	0.15%	7	0.08%	70	0.75%	5.69%	9,304	100.00%	
<b>TOTAL INTERMEDIATE</b>	<b>95,913</b>	<b>95.04%</b>	<b>3,428</b>	<b>3.40%</b>	<b>176</b>	<b>0.17%</b>	<b>186</b>	<b>0.18%</b>	<b>230</b>	<b>0.23%</b>	<b>986</b>	<b>0.98%</b>	<b>4.96%</b>	<b>100,919</b>	<b>100.00%</b>	

<b>HIGH SCHOOLS</b>																
BOLSA GRANDE	29,185	94.64%	1,034	3.35%	170	0.55%	0	0.00%	387	1.25%	61	0.20%	5.36%	30,837	100.00%	
GARDEN GROVE	37,500	94.87%	1,050	2.66%	148	0.37%	16	0.04%	681	1.72%	131	0.33%	5.13%	39,526	100.00%	
LA QUINTA	35,679	95.54%	1,295	3.47%	78	0.21%	16	0.04%	191	0.51%	85	0.23%	4.46%	37,344	100.00%	
LOS AMIGOS	24,264	94.22%	1,048	4.07%	75	0.29%	22	0.09%	197	0.75%	146	0.57%	5.78%	25,752	100.00%	
PACIFICA	27,741	95.49%	1,028	3.54%	25	0.09%	12	0.04%	123	0.42%	126	0.43%	4.52%	29,055	100.00%	
RANCHO ALAMITOS	25,445	93.33%	1,188	4.36%	10	0.04%	23	0.08%	394	1.45%	203	0.74%	6.67%	27,263	100.00%	
SANTIAGO	30,110	93.83%	1,255	3.91%	14	0.04%	30	0.09%	510	1.59%	172	0.54%	6.17%	32,091	100.00%	
<b>TOTAL HIGH SCHOOLS</b>	<b>209,924</b>	<b>94.62%</b>	<b>7,898</b>	<b>3.56%</b>	<b>520</b>	<b>0.23%</b>	<b>119</b>	<b>0.05%</b>	<b>2,483</b>	<b>1.12%</b>	<b>924</b>	<b>0.42%</b>	<b>5.38%</b>	<b>221,868</b>	<b>100.00%</b>	

<b>SPECIAL SCHOOLS</b>																
CARVER	1,086	84.38%	201	15.62%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	15.62%	1,287	100.00%	
SKYLARK	1,691	89.47%	199	10.53%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	10.53%	1,890	100	

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
OFFICE OF BUSINESS SERVICES**

CUMULATIVE ACTUAL ATTENDANCE RATE - BY HOURS  
2023-24

Hare Continuation High School

FILL IN

		K		E-J												
	# OF DAYS IN ATTN PERIOD	TOTAL HOURS ATTENDED =APPORT HOURS*	% OF POSSIBLE TO ACTUAL =% PD HRS	EXCUSED HOURS ABSENCE	% OF POSSIBLE HRS	UNEXCUSED HOURS ABSENCE	% OF POSSIBLE HRS	PERMISSIVE HOURS ABSENCE	% OF POSSIBLE HRS	TRUANCY HOURS ABSENCE	% OF POSSIBLE HRS	SUSPENDED HOURS ABSENCE	% OF POSSIBLE HRS	% UNPAID HRS	TOTAL POSSIBLE HRS	TOTAL PERCENT
Per 1	19	11,316.90	87.54%	505.76	3.91%	150.00	1.16%	0.00	0.00%	954.75	7.39%	0.00	0.00%	12.46%	12,927.41	100.00%
Per 2	20	<b>11,874.12</b>	85.96%	344.90	2.50%	98.25	0.71%	9.75	0.07%	1,475.25	10.68%	10.50	0.08%	14.04%	13,812.77	100.00%
Per 3	19	11,847.78	87.25%	364.04	2.68%	149.25	1.10%	9.75	0.07%	1,202.25	8.85%	6.00	0.04%	12.75%	13,579.07	100.00%
Per 4	14	8,569.13	83.13%	571.81	5.55%	148.50	1.44%	18.00	0.17%	1,000.50	9.71%	0.00	0.00%	16.87%	10,307.94	100.00%
Per 5	19	11,667.80	87.11%	356.17	2.66%	198.00	1.48%	0.00	0.00%	1,172.25	8.75%	0.00	0.00%	12.89%	13,394.22	100.00%
Per 6	19	<b>10,560.87</b>	81.15%	<b>481.32</b>	3.70%	<b>330.00</b>	2.54%	30.75	0.24%	<b>1,581.00</b>	12.15%	30.00	0.23%	18.85%	13,013.94	100.00%
Per 7	18	10,096.41	82.76%	267.40	2.19%	78.00	0.64%	14.25	0.12%	1,728.75	14.17%	15.00	0.12%	17.24%	12,199.81	100.00%
Per 8	15	0.00	#DIV/0!	0.00	#DIV/0!	0.00	#DIV/0!	0.00	#DIV/0!	0.00	#DIV/0!	0.00	#DIV/0!	#DIV/0!	0.00	#DIV/0!
Per 9	20	0.00	#DIV/0!	0.00	#DIV/0!	0.00	#DIV/0!	0.00	#DIV/0!	0.00	#DIV/0!	0.00	#DIV/0!	#DIV/0!	0.00	#DIV/0!
Per 10	17	0.00	#DIV/0!	0.00	#DIV/0!	0.00	#DIV/0!	0.00	#DIV/0!	0.00	#DIV/0!	0.00	#DIV/0!	#DIV/0!	0.00	#DIV/0!
TOTALS	180	75,933.01	85.09%	2,891.40	3.24%	1,152.00	1.29%	82.50	0.09%	9,114.75	10.21%	61.50	0.07%	14.91%	89,235.16	100.00%
TOTALS	IN DAYS	25,311.00	85.09%	963.80	3.24%	384.00	1.29%	27.50	0.09%	3,038.25	10.21%	20.50	0.07%	14.91%	29,745.05	100.00%
TOTAL YTD ADA		140.61669														

- \* Excused Hours are reduced by the number of Credited Hours during the Attendance Period
- \* Maximum number of hours that we can claim for apportionment is 15 per week per enrolled student.
- \* Absence hour totals are derived from number of instances times minutes per period (45); divided by 60 to arrive at hours

Numbers in **BOLD** have been revised from previous report

c: Tahnee Phan  
Gabriela Mafi

## **ANNUAL NOTIFICATION: REPORT OF STUDENT VIOLATIONS**

### **GARDEN GROVE UNIFIED SCHOOL DISTRICT Offices of Special Education and Student Services**

California Education Code section 49079 requires a school district to inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any subdivision of Education Code 48900 (except h: tobacco) as well as sections 48900.2 (sexual harassment), 48900.3 (hate violence), 48900.4 (harassment, threats or intimidation), or 48900.7 (terroristic threats).

Garden Grove Unified School District places a high priority on safety for all students and staff. The guidelines below allow us to communicate student violations to staff in accordance with Education Code section 49079 to ensure that our schools maintain a safe and healthy school climate. In communicating student violations to staff, we stress that The Family Educational Rights and Privacy Act (FERPA) and Education Code section 49079 mandate that any student information received by staff shall be received *in confidence* for the limited legitimate educational purpose for which it was provided and the recipient may not further disseminate or discuss the confidential information provided.

### **STUDENT SUSPENSION NOTIFICATION**

#### **3 YEAR HISTORY:**

California Education Code 49079 requires the teacher of record to access disciplinary records of student suspensions for the previous three years. In order to ensure consistency and compliance with the law, the following practice will take effect:

- At the onset of every school year, the Office of Student Services will send each teacher a list of his/her students who have been suspended (except for tobacco use) for the previous three years with information on the reason for suspension. This list will be updated and reissued to each teacher in early October after class change adjustments have been made.
- Students may change classes at the semester or enter mid-year, therefore, an updated list will also be provided in early February.

**Note: KEEP THIS INFORMATION IN A CONFIDENTIAL FILE AND SHRED OLD DOCUMENTS EACH TIME YOU RECEIVE AN UPDATED LIST.** Any information received by a teacher pursuant to California Education Code 49079 must be received in confidence for the limited legitimate educational *purpose* for which it was provided and may not be further disseminated nor discussed with anyone other than the site administrator.

#### **NEW SUSPENSIONS:**

When a student is suspended:

1. Teachers of record will see an SSA noted on the Attendance Screen in Aeries. If the student does not receive any further suspensions, the red SSA letters will be removed automatically after three years.
2. Teachers of record will be provided notification of the student suspension.

Note: Any information received by a teacher pursuant to California Education Code 49079 must be received in confidence for the limited legitimate educational purpose for which it was provided and may **not** be further disseminated **nor** discussed with anyone other than the site administrators.

### **DISTRICT DISCIPLINE COMMITTEE NOTIFICATION**

#### **Referrals to DDC**

When a student is referred to the District Discipline Committee, the referring school administrator will circulate the Report of Serious Student Violation form to each teacher of record for them to sign, acknowledging receipt of the information regarding the violation the student committed. This ensures that the referring school staff who supervise the student are aware of the referral to DDC and can inform administration of any issues, such as the student returning to campus, which is not allowed once a student is referred to DDC.

### Return to a School Site Following a DDC Hearing

Students may be transferred to another Garden Grove Unified School District (GGUSD) school site as a result of a DDC hearing. Should a student return to his or her assigned school of residence or another GGUSD comprehensive school site as a result of a DDC hearing, the school site administrator will circulate a Report of Serious Student Violation form to each teacher of record and/or personnel who will be responsible for directly supervising the student. The Report of Serious Student Violation form must be signed by the student's teacher prior to the student attending class.

### **THREAT OR ASSAULT OF A STAFF MEMBER**

Threats or attempted assault of any GGUSD staff member is considered a significant and serious violation. If a staff member has been threatened or assaulted, GGUSD will provide comprehensive support to that employee. The site administrator will take the lead and follow the steps outlined in the *Guidelines for Threat or Assault of a Staff Member* as follows:

1. Document the threat or assault. Ask all witnesses for written statements.
2. School will contact 911 or local law enforcement.
3. School and District Office will provide support to the affected staff member.
4. School will call Personnel immediately with all the available facts.
5. Personnel will notify Assistant Superintendents and Superintendent.
6. If the incident involves a threat from a student, school will contact Director of Student Services for guidance regarding a referral to District Discipline Committee, if appropriate.



## SECTION 2- CHILD ABUSE REPORTING PROCEDURES



## CHILD ABUSE PROCEDURES

5112.2

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Administrative Regulation

5112.2

### Child Abuse - Procedures for Referring Abused Children

School personnel are required by law to report cases of suspected sexual molestation of minors and suspected cases of infliction of designated physical or mental suffering on minors, in addition to cases of suspected physical injury of minors, to specified local authorities.

No person shall incur any civil liability as a result of making any report authorized by law unless it can be proven that a false report was made and the person knew that the report was false.

The Office of Student Services is responsible for preparing and updating the Student Services Handbook, which provides the guidelines for referring the abused child.

Ref: Penal Code Sections 11160, 1116  
Approved: June 29, 1979  
Reviewed: March 4, 1986  
Reviewed: July 1, 2000  
Revised: July 19, 2022

## CHILD ABUSE REPORTING

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Student Services

Please note the following information regarding the reporting of child abuse. The following guidelines must be followed if there is a suspicion of child abuse. The term “child abuse” includes physical injury, physical neglect, sexual abuse, and emotional maltreatment inflicted by other than accidental means upon a child by another person.

### Definitions and Guidelines

How does Child Abuse Reporting affect school personnel?

While everyone should report suspected child abuse, the California Penal Code provides that it is a crime for certain professionals and laypersons who have a special working relationship or contact with children not to report suspected child abuse to the proper authorities. These professionals and laypersons are called “mandated reporters” and shall report the known or suspected child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report within 36 hours of receiving the information concerning the incident. Penal Code 11166 requires mandated reporters who suspect child abuse to call the Child Abuse Registry (CAR). **The local phone number is (714)940-1000 or 1(800) 207-4464 (24-hour hotline). Forms are available at your school or online at [www.ssa.ocgov.com](http://www.ssa.ocgov.com).**

### Are mandated reporters protected under the law?

California Penal Code 11172, subdivision (e) gives mandated reporters who report suspected cases of child abuse absolute immunity, both civilly and criminally, for making such reports. However, mandated reporters who fail to report an instance of child abuse as required by the Child Abuse Reporting Act are guilty of a misdemeanor with a punishment not to exceed six months incarceration or \$1,000 fine or both.

### Who are mandated reporters?

Penal Code 11165.7 defines a mandated reporter to include teachers, athletic coaches, instructional assistants, all classified employees (including bus drivers) of a public school, administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school. Additional mandated reporters include Head Start teachers, public assistance workers, social workers, police officers, probation officers, firefighters, medical personnel, therapists, public health workers, clergy, and photographic print processors among others.

### What should be reported?

The law requires mandated reporters to report suspicion and/or knowledge of child abuse, which includes physical abuse, sexual abuse, neglect and cases of severe emotional abuse that constitutes willful or unjustifiable punishment of a child. Mandated reporters are required to report all suspected abuse.

### What is physical abuse?

Physical abuse may include but is not limited to severe corporal punishment, shaking, throwing, burning, biting, slapping, punching, hitting, beating, twisting limbs, choking, or stabbing. It is reportable when any person physically injures the victim by other than accidental means. (California Penal Code 11165.6)

### What are examples of physical neglect?

Neglect may be suspected when one or more of the following conditions exist:

- Child is lacking adequate medical or dental care.
- The home is unsafe or unsanitary.
- Child appears malnourished or is often sleepy.
- Child is often dirty, demonstrates poor personal hygiene, or is inadequately dressed for weather conditions.
- There is evidence of poor or inadequate supervision for the child’s age.

### What is emotional abuse?

- Mandated reporters must report suspected cases of severe emotional abuse that constitutes willful cruelty or unjustifiable physical pain or mental suffering. (Penal Code 11165.3)

- Mandated reporters may also report suspected emotional abuse or emotional deprivation or neglect, evidenced by states of being or behavior, including, but not limited to, severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others. (Penal Code 11166.05)

#### What is sexual abuse?

The following guidelines were designed to assist mandated reporters with appropriate reporting actions when encountering situations of sexual activity between minors and between minors and adults. Sexual abuse is defined as acts of sexual assault or sexual exploitation of a minor. Sexual abuse encompasses a broad spectrum of behavior and may consist of many acts over a long period of time (chronic molestation) or a single incident. Victims range in age from less than one year through adolescence.

- Involuntary sexual activity is always to be reported.
- Incestuous sexual activity is always to be reported.
- Voluntary sexual activity may be reported based on the age of the individuals.
- Report if the disparity in ages or sexual behavior is beyond expected developmental level of participants.
- Report if the child is having consensual sex with an adult.
- Report if victim is under 18 years of age and reports date rape, statutory rape, unwanted touching, unwanted sexual conduct, or sexual assault.

#### Should domestic violence be reported?

Yes, mandated reporters must report suspected or known domestic violence that has occurred within a year. If it is disclosed that a child has either been a witness, has heard, or has knowledge of the domestic violence, mandated reporters must call CAR to report.

#### What are the responsibilities of the Mandated Reporter in GGUSD?

All mandated reporters must follow the guidelines listed above. This document is a summary of Child Abuse reporting guidelines. Please see the booklet entitled Child Abuse, Educator's Responsibilities developed by the Crime and Violence Prevention Center, California Attorney General's Office for additional information or call the CAR. This booklet is available at every GGUSD school. Site administrators and health offices have been provided copies and you may obtain your own copy by requesting one from your school.

#### Procedures for Reporting

1. It is encouraged, but not required, that you notify your administrator/designee when making a child abuse report.
2. Call the CAR at (714) 940-1000 or 1(800) 207-4464 (24-hour hotline) to report known or suspected child abuse. CAR will ask for the name of the person making the present location or address, phone number, age, grade, and possibly, additional information that led the mandated reporter to suspect child abuse. Be as objective as possible, reporting only what is observed or what the victim says.
3. It is important to note that you may not designate another individual to call the CAR for you. You must initiate the call and report immediately.
4. Site administrators may support the mandated reporter by sitting with them when they make their call to CAR. Administrators should then ensure that the child abuse reporting procedures are completed according to the law and GGUSD guidelines.
5. Mandated reporters are also required to fax a written report (see attached) within 36 hours; however, GGUSD recommends that you complete the written report immediately.
6. It is encouraged that mandated reporters provide a copy of the written report to the site administrator. Site administrators should keep a confidential copy of the child abuse report in a secure file.
7. The written child abuse report should not be filed in the student's cum file as it is confidential information.
8. Do not disclose to the parent/guardian that you made a child abuse report. Child abuse reports are confidential.
9. Call Student Services (714) 663-6391 for additional information regarding child abuse reporting.

Above information is summarized from Child Abuse-Educator's Responsibilities, May 2007.

### Suspected Child Abuse Report (Sample)

**DO NOT USE THIS FORM**

#### SUSPECTED CHILD ABUSE REPORT

Orange County Child Abuse Registry

P.O.Box 14102, Orange, CA 92863-1502

To Be Completed by Mandated Child Abuse Reporters

Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER [REDACTED]		TITLE [REDACTED]		MANDATED REPORTER CATEGORY [REDACTED]					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street [REDACTED] City [REDACTED] Zip [REDACTED]				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO					
	REPORTER'S TELEPHONE (DAYTIME) ( ) [REDACTED]		SIGNATURE [REDACTED]		TODAY'S DATE [REDACTED]					
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		AGENCY [REDACTED]					
	ADDRESS Street [REDACTED] City [REDACTED] Zip [REDACTED]				DATE/TIME OF PHONE CALL [REDACTED]					
	OFFICIAL CONTACTED - TITLE [REDACTED]				TELEPHONE ( ) [REDACTED]					
<b>C. VICTIM</b>  One report per victim	NAME (LAST, FIRST, MIDDLE) [REDACTED]			BIRTHDATE OR APPROX. AGE [REDACTED]	SEX [REDACTED]	ETHNICITY [REDACTED]				
	ADDRESS Street [REDACTED] City [REDACTED] Zip [REDACTED]			TELEPHONE ( ) [REDACTED]						
	PRESENT LOCATION OF VICTIM [REDACTED]			SCHOOL [REDACTED]		CLASS [REDACTED]	GRADE [REDACTED]			
	<input type="checkbox"/> PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY) [REDACTED]		PRIMARY LANGUAGE SPOKEN IN HOME [REDACTED]					
	<input type="checkbox"/> IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) [REDACTED]				
	RELATIONSHIP TO SUSPECT [REDACTED]			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK					
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">1. NAME    BIRTHDATE    SEX    ETHNICITY</td> <td style="width: 50%; border-bottom: 1px solid black;">3. NAME    BIRTHDATE    SEX    ETHNICITY</td> </tr> <tr> <td style="border-bottom: 1px solid black;">2. NAME    BIRTHDATE    SEX    ETHNICITY</td> <td style="border-bottom: 1px solid black;">4. NAME    BIRTHDATE    SEX    ETHNICITY</td> </tr> </table>							1. NAME    BIRTHDATE    SEX    ETHNICITY	3. NAME    BIRTHDATE    SEX    ETHNICITY	2. NAME    BIRTHDATE    SEX    ETHNICITY
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2. NAME    BIRTHDATE    SEX    ETHNICITY	4. NAME    BIRTHDATE    SEX    ETHNICITY									
<b>D. INVOLVED PARTIES</b>	NAME (LAST, FIRST, MIDDLE) [REDACTED]			BIRTHDATE OR APPROX. AGE [REDACTED]	SEX [REDACTED]	ETHNICITY [REDACTED]				
	ADDRESS Street [REDACTED] City [REDACTED] Zip [REDACTED]			HOME PHONE ( ) [REDACTED]	BUSINESS PHONE ( ) [REDACTED]					
	NAME (LAST, FIRST, MIDDLE) [REDACTED]			BIRTHDATE OR APPROX. AGE [REDACTED]	SEX [REDACTED]	ETHNICITY [REDACTED]				
	ADDRESS Street [REDACTED] City [REDACTED] Zip [REDACTED]			HOME PHONE ( ) [REDACTED]	BUSINESS PHONE ( ) [REDACTED]					
	SUSPECT'S NAME (LAST, FIRST, MIDDLE) [REDACTED]			BIRTHDATE OR APPROX. AGE [REDACTED]	SEX [REDACTED]	ETHNICITY [REDACTED]				
	ADDRESS Street [REDACTED] City [REDACTED] Zip [REDACTED]			TELEPHONE ( ) [REDACTED]						
OTHER RELEVANT INFORMATION [REDACTED]										
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: [REDACTED]									
	DATE / TIME OF INCIDENT [REDACTED]			PLACE OF INCIDENT [REDACTED]						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/ear or past incidents involving the victim(s) or suspect) [REDACTED]									

## SECTION 3- SCHOOL DISCIPLINE



Student Discipline

All students are expected to comply with the rules and regulations, pursue the required course of study, and submit to the authority of the teachers and administrators of the schools.

Every pupil must attend school punctually and regularly; conform to the rules and regulations of the school; obey promptly the directions of the teachers and others in authority; observe good order and propriety of deportment; be diligent in study; be respectful to teachers and others in authority; be kind and courteous to school mates; and refrain from the use of profane and vulgar language.

Ref: CCR, Title 5, Section 300  
EC Section 48908  
Adopted: January 2, 1970  
Revised: December 19, 1978  
Reviewed: March 4, 1986  
Reviewed: July 1, 2000

Discipline Procedures

The Board of Education recognizes that each pupil is an individual and that control and correction of pupil misconduct must be handled on an individual case basis. The principal or designee shall investigate and ascertain the level of participation by any pupil involved in an act of misconduct or violation of school regulations. Disciplinary actions imposed on a pupil shall reflect his/her level of participation as concluded by the school's investigation. The following disciplinary actions may be followed as deemed appropriate.

A. Conferences with pupil or pupil/parent

B. Detention and/or Restriction

A pupil may be detained beyond the regular school day for a period not to exceed one hour for disciplinary or educational reasons, provided parents/guardians have been notified. When possible, notification should be made at least 24 hours in advance of any detention. Exceptions may be made only with full cooperation and knowledge of the parent/guardian.

C. Suspension

A pupil may be suspended from school by the principal or the principal's designee, for acts enumerated in this section, for a period of not more than five consecutive school days per offense and not to exceed 20 school days per school year (notify the Office of Student Services if a pupil has been suspended 20 school days), unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year. At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Within one school day of the beginning of a suspension a notice of suspension signed by the school principal or designee shall be mailed to the parent or guardian of the suspended pupil. (Refer to the Child Welfare and Attendance Handbook regarding Education Code sections and complete information on suspension.)

A pupil may be suspended or expelled for any of the acts listed if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the superintendent or principal or within any other school district, including but not limited to the following circumstances:

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

Education Code Section 48900 delineates the grounds for suspension and/or expulsion as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; or willfully used force or violence upon the person of another, except in self-defense. (EC Section 48900 (a1) (a2))

NOTE - When a fight, physical confrontation, or other acts of aggression occur between two or more pupils, the principal or designee shall investigate and ascertain the level of participation by each pupil involved in the incident. Where evidence supports aggressive or aggravated participation by a pupil, disciplinary action will be imposed on that pupil reflecting his/her level of participation as concluded by the school's investigation. Where evidence supports that a pupil was assaulted or caused bodily harm without provocation by his/her behavior, disciplinary action is not mandatory for that pupil.



5151.1 Administrative Regulation (Continued)

5151.1

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee of the principal; (Note: knife blade over 3 1/2 inches - misdemeanor - PC 626.20). (EC Section 48900 (b))
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (EC Section 48900 (c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (EC Section 48900 (d))
5. Committed or attempted to commit robbery or extortion. (EC Section 48900 (e))
6. Caused or attempted to cause damage to school property or private property. (EC Section 48900 (f))
7. Stolen or attempted to steal school property or private property. (EC Section 48900 (g))  
NOTE – School property includes, but not limited to, electronic files and databases.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and, betel, and vaping devices. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (EC Section 48900 (h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (EC Section 48900 (i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (EC Section 48900 (j))
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (EC Section 48900 (k))
12. Knowingly received stolen school property or private property. (EC Section 48900 (l))
13. Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (EC Section 48900 (m))
14. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (EC Section 48900 (n))
15. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (EC Section 48900 (o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (EC Section 48900 (p))

5151.1 Administrative Regulation (Continued)

5151.1

17. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events. (EC 48900 (q))
18. Engaged in an act of bullying as defined in subdivision (r) of Education Code Section 48900. (EC 48900 (r))
19. Aids or abets in the infliction of physical injury to another person. (EC Section 48900 (t))

In addition to the reasons specified above, a pupil in grades 4-12 may be suspended from school or recommended for expulsion if it is determined that the pupil committed any of the following:

- Sexual harassment as defined in Education Code Section 212.5. (EC Section 48900.2)  
For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (EC Section 48900.3)
- Engaged in harassment, threats, or intimidation against school district personnel or pupils, and creating an intimidating or hostile educational environment. (EC Section 48900.4)
- Made terroristic threats against school officials or school property, or both. (EC Section 48900.7)
- Committed assault or battery upon a school employee. (EC Section 48915 (a))

D. Corporal Punishment  
Corporal punishment shall not be allowed in the Garden Grove Unified School District. (See Board Policy No. 5155)

E. Expulsion  
The principal or superintendent of schools shall immediately suspend and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds. (EC Section 48915(c)):

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.
5. Possession of an explosive.

5151.1 Administrative Regulation (Continued)

5151.1

For a pupil expelled pursuant to the above reasons, the length of the expulsion shall be one year from the date the suspension occurred.

In addition, the principal or the superintendent of schools shall recommend a pupil's expulsion for any of the following acts, unless the principal or superintendent finds, and so reports in writing to the governing board, that expulsion is inappropriate, due to the particular circumstance, which shall be set out in the report of the incident:

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds;
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
4. Robbery or extortion;
5. Assault or battery upon any school employee as defined in sections 240 and 242 of the Penal Code.

Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil violated any subsection of 48900 (see Part D of this Regulation) and either of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct;
2. That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The length of expulsion under this section shall be no longer than the last day of the semester following the semester in which the expulsion occurred.

In a matter involving a pupil with previously identified exceptional needs who is currently enrolled in a special education or 504 program, the governing board may order the pupil expelled pursuant to the conditions as stated above only if the board also finds, based upon a determination by an individualized education program team, that the misconduct was not caused by a pupil's identified handicap or by an inappropriate placement.

F. **Expulsion Procedures**

Procedures to be followed for pupil expulsion are on file in the Office of Student Services.

Procedures include:

1. Written notice of the hearing and disclosure of stipulated information to the pupil and/or parents/guardian of pupil.
2. Expulsion hearing by the District Discipline Committee.
3. Recommendation by the District Discipline Committee to the superintendent/Board of Education.
4. Board action.

5151.1 Administrative Regulation (Continued)

5151.1

District responsibilities following Board action are:

1. Maintain record of Board action, including cause of expulsion.
2. Enter expulsion order and cause in the pupil's cumulative record.
3. Notification of requirements for readmission to the district.
4. Refer pupil to appropriate alternative educational placement.

Ref: EC Sections 32261, 35291, 48210-48216, 48900-48927

Approved: January 2, 1970  
Revised: December 1979  
Revised: November 1982  
Revised: November 1983  
Revised: March 4, 1986  
Revised: January 20, 1987  
Revised: March 11, 1991  
Revised: May 18, 1993  
Revised: September 3, 1998  
Reviewed: July 1, 2000  
Revised: January 7, 2002  
Revised: September 2, 2003  
Revised: January 12, 2007  
Revised: February 3, 2009  
Revised: May 15, 2012  
Revised: July 19, 2022

## K-12 DISCIPLINE GUIDELINES

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Student Services  
K-12 DISCIPLINE GUIDELINES

OFFENSE	CONSIDERATIONS	EXPECTATIONS As applicable to offense	Tier 1 Responses	Tier 2 Responses All Tier 1 interventions continue, adding Tier 2 below	Tier 3 Responses All Tier 1 and 2 interventions continue, adding Tier 3 below	Other Means of Correction/ Interventions
<p><b>1. Fights, assault, and/or mutual combat</b> <i>Ed. Code 48900 (a1)</i> Caused, attempted to cause, or threatened to cause physical injury to another person.</p> <p><b>2. Battery</b> <i>Ed. Code 48900 (a2)</i> Willfully used force or violence upon another except in self-defense.</p> <p><b>3. Aids or abets in the infliction or attempted affliction of physical injury to another person</b> <i>Ed. Code 48900 (t)</i> A pupil who aids or abets the infliction or attempted infliction of physical injury to another person may be suspended</p>	<ul style="list-style-type: none"> <li>• Age of student</li> <li>• Degree of violence</li> <li>• Severity of injury</li> <li>• Prior offenses</li> <li>• Number of participants</li> <li>• Components of self-defense to be considered</li> <li>• Has student made adult contact?</li> <li>• Has the student called for help?</li> <li>• Was the student attempting to block, run, or move away?</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Secure written statements</li> <li>• Take pictures of injuries or property damage, and collect all evidence</li> <li>• Refer to health office if necessary</li> <li>• Contact SRO, if appropriate</li> <li>• Administrator reviews current discipline history/ IEP, if applicable</li> <li>• Parent conference</li> <li>• Refer student to site support personnel</li> <li>• Implement behavior plan upon second offense</li> <li>• Must conference with administrator upon return</li> <li>• Consult Student Services when appropriate</li> <li>• Reintegration into the learning community</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (conflict resolution/ impromptu conference)</li> <li>• Detentions</li> <li>• Loss of school privileges</li> <li>• Structured recess</li> <li>• On-campus suspension</li> <li>• Alternative to suspension</li> <li>• School service activity</li> <li>• Parent conference</li> <li>• Re-teaching of school-wide/classroom expectations</li> <li>• Letter of apology</li> <li>• After-school programs</li> </ul> <p><b>Other Potential Actions</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (peer mediation/ conflict resolution)</li> <li>• Loss of extra-curricular activities/school privileges</li> <li>• On-campus suspension</li> <li>• Refer to school-based counseling (group)</li> <li>• SST referral</li> <li>• Social skills group</li> <li>• Behavior contract</li> <li>• Parent conference</li> <li>• Saturday School</li> <li>• Mentor with Check in/Check out</li> </ul> <p><b>Other Potential Actions</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Conference</li> <li>• Refer to school-based counseling (individual)</li> <li>• SST referral</li> <li>• Behavior contract</li> <li>• Parent conference</li> <li>• Possible police contact</li> <li>• Parent to attend school with student</li> <li>• Check in/Check out</li> <li>• Social skills course</li> </ul> <p><b>Other Potential Actions</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (impromptu conversations, conference)</li> <li>• Saturday School</li> <li>• Refer to Peer Assistance Leadership (PAL)</li> <li>• School community service</li> <li>• School-based counseling</li> <li>• Assign adult mentor</li> <li>• Social skills course</li> <li>• Conversation with SRO</li> <li>• Referral to community-based resources</li> <li>• Partnership with feeder school</li> <li>• Upper level student mentors</li> <li>• Contact SRO/SMART</li> </ul>

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Student Services  
**K-12 DISCIPLINE GUIDELINES**

OFFENSE	CONSIDERATIONS	EXPECTATIONS As applicable to offense	Tier 1 Responses	Tier 2 Responses All Tier 1 interventions continue, adding Tier 2 below	Tier 3 Responses All Tier 1 and 2 interventions continue, adding Tier 3 below	Other Means of Correction/ Interventions
<p><b>4. Hate violence</b></p> <p><i>Ed. Code 48900.3</i></p> <p>Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.</p> <p><i>Note: can only suspend for Education Code 48900.3 in grades 4-12</i></p>	<ul style="list-style-type: none"> <li>• Age of student</li> <li>• Hate motivated behavior may include:               <ul style="list-style-type: none"> <li>◦ Destruction or defacing of property</li> <li>◦ Violent assaults that may appear to be random</li> <li>◦ Vandalism</li> <li>◦ Bomb threats</li> <li>◦ Cross burnings</li> <li>◦ Distributing hate literature</li> </ul> </li> <li>• Language/behavior based on degree of severity</li> <li>• Electronic/Internet based issues</li> <li>• Degree of violence</li> <li>• Severity of injury</li> <li>• Prior offenses</li> <li>• Number of participants</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> <li>• Secure written statements from participants, witnesses, victims, etc.</li> <li>• Notify SRO/Police</li> <li>• Take pictures of injuries or property damage, and collect any additional evidence (for example videos.)</li> <li>• Conduct Threat Assessment</li> <li>• Notify Public Information Office when appropriate</li> <li>• Refer to health office if necessary</li> <li>• Administrator reviews current discipline history/IEP, if applicable</li> <li>• Parent conference</li> <li>• Refer victim/aggressor to school site support personnel</li> <li>• Implement behavior plan upon second offense</li> <li>• Must conference with administrator upon return</li> <li>• Consult Student Services when appropriate</li> <li>• Reintegration into the learning community</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices (conflict resolution, impromptu conference)</li> <li>• Structured recess</li> <li>• On-campus suspension</li> <li>• Alternative to suspension</li> <li>• School service activity</li> <li>• Letter of apology</li> <li>• Parent conference</li> <li>• Referral to school site support personnel</li> <li>• Reteaching of school-wide/classroom expectations</li> <li>• Loss of school privileges</li> <li>• After-school programs</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices (impromptu conference)</li> <li>• Loss of school privileges</li> <li>• On-campus suspension</li> <li>• Refer to school-based counseling</li> <li>• SST referral</li> <li>• Behavior contract</li> <li>• Parent conference</li> <li>• Social skills group</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices (restorative conference)</li> <li>• Refer to school-based counseling</li> <li>• SST referral</li> <li>• Behavior contract</li> <li>• Parent conference</li> <li>• SRO/police contact</li> <li>• Mentor with Check-In/Check Out</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (impromptu conversations, conference)</li> <li>• Saturday School</li> <li>• Refer to Peer Assistance Leadership (PAL)</li> <li>• School community service</li> <li>• School-based counseling</li> <li>• Assign adult mentor</li> <li>• Social skills course</li> <li>• Conversation with SRO</li> <li>• Referral to OC Human Relations Commission</li> <li>• Referral to Museum of Tolerance</li> <li>• Contact SRO</li> <li>• referral to community-based resources</li> </ul>

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Student Services  
**K-12 DISCIPLINE GUIDELINES**

OFFENSE	CONSIDERATIONS	EXPECTATIONS As applicable to offense	Tier 1 Responses	Tier 2 Responses All Tier 1 interventions continue, adding Tier 2 below	Tier 3 Responses All Tier 1 and 2 interventions continue, adding Tier 3 below	Other Means of Correction/ Interventions
<p><b>5. Threats - creating a hostile environment</b></p> <p><i>Ed. Code 48900.4</i></p> <p>Intentionally engaged in harassment, threats, or intimidation directed against a pupil or group of pupils that is sufficiently severe or pervasive to have the actual or reasonably expected effect of materially disrupting classwork.</p> <p><i>Note: can only suspend for Education Code 48900.4 in grades 4-12</i></p> <p><b>6. Witness intimidation/threat</b></p> <p><i>Ed. Code 48900 (c)</i></p> <p>Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.</p> <p><b>7. Bullying</b></p> <p><i>Ed. Code 48900(r)</i></p> <p>Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward pupil or school personnel.</p>	<ul style="list-style-type: none"> <li>• Age of student</li> <li>• Nature of offense:               <ul style="list-style-type: none"> <li>• Written                   <ul style="list-style-type: none"> <li>○ Verbal</li> <li>○ Gestures</li> <li>○ Racial</li> <li>○ Gang Related</li> </ul> </li> <li>• Electronic/Internet related</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Secure written statements from participants, witnesses, victims, etc.</li> <li>• Take pictures of injuries or property damage, and collect any additional evidence (for example videos).</li> <li>• Conduct Threat Assessment</li> <li>• Refer to health office if necessary</li> <li>• Contact parents</li> <li>• Contact victim's family to inform of incident</li> <li>• Administrator reviews current discipline history and IEP, if applicable</li> <li>• SRO/ police contact</li> <li>• Parent conference</li> <li>• Refer student to counselor/anger management/school-based counseling</li> <li>• Implement behavior plan upon second offense</li> <li>• Must conference with administrator upon return</li> <li>• Consult Student Services when appropriate</li> <li>• Reintegration into the learning community</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices-conflict resolution</li> <li>• Structured recess</li> <li>• On-campus suspension</li> <li>• School service activity</li> <li>• Letter of apology</li> <li>• Parent conference</li> <li>• Reteach school-wide/ classroom expectations</li> <li>• Loss of school privileges</li> <li>• After-school programs</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices-impromptu conferences</li> <li>• Loss of extra-curricular activities</li> <li>• On-campus suspension</li> <li>• Refer to school-based counseling</li> <li>• SST referral</li> <li>• Behavior contract</li> <li>• Parent conference</li> <li>• Social skills group</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices-restorative conference</li> <li>• Refer to school-based counseling</li> <li>• SST referral</li> <li>• Behavior contract</li> <li>• Parent conference</li> <li>• Possible police contact</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (impromptu conversations, conference)</li> <li>• Conflict/Peer resolution</li> <li>• Saturday School</li> <li>• Refer to Peer Assistance Leadership (PAL)</li> <li>• School community service</li> <li>• School-based counseling</li> <li>• Assign adult mentor</li> <li>• Social skills course</li> <li>• Conversation with SRO</li> <li>• Referral to OC Human Relations Commission</li> <li>• Referral to Museum of Tolerance</li> <li>• Contact SRO/SMART</li> <li>• Referral to community-based resources</li> </ul>

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<p><b>8. Terrorist threats against school officials or school property or both</b> <i>Ed. Code 48900.7</i></p> <p>For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage.</p>	<ul style="list-style-type: none"> <li>Verbal, written, or electronically submitted threat</li> </ul>	<ul style="list-style-type: none"> <li>Secure written statements from participants, witnesses, victims, etc.</li> <li>Take pictures of injuries or property damage, and collect any additional evidence (for example videos).</li> <li>SRO/police contact</li> <li>Conduct threat assessment</li> <li>Refer to school psychologist to evaluate threat potential</li> <li>Parent conference</li> <li>Refer student to counselor/anger management/school-based counseling</li> <li>Implement behavior plan upon second offense</li> <li>Must conference with administrator upon return</li> <li>Administrator reviews current discipline history/IEP if applicable</li> <li>Reintegration into the learning community</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices-conflict resolution</li> <li>Structured recess</li> <li>On-campus suspension</li> <li>School service activity</li> <li>Letter of apology</li> <li>Parent conference</li> <li>After-school programs</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices-impromptu conference</li> <li>Loss of extra-curricular activities</li> <li>On-campus suspension</li> <li>Refer to school-based counseling</li> <li>SST referral</li> <li>Behavior contract</li> <li>Parent conference</li> <li>Social skills group</li> <li>Mentor program</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices-restorative conference</li> <li>Refer to school-based counseling</li> <li>SST referral</li> <li>Behavior contract</li> <li>Parent conference</li> <li>SRO/police contact</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Practices (impromptu conversations, conference)</li> <li>Conflict/Peer resolution</li> <li>Saturday School</li> <li>Refer to Peer Assistance Leadership (PAL)</li> <li>School community service</li> <li>School-based counseling</li> <li>Assign adult mentor</li> <li>Social skills course</li> <li>Conversation with SRO/SMART</li> <li>Referral to community-based resources</li> </ul>





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<p><b>10. Possession/use of imitation firearm</b></p> <p><i>Ed. Code 48900 (m)</i></p> <p>As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.</p> <p><b>Mandatory Expulsion Recommendation</b></p> <p><i>Ed. Code 48915 (c) (1)</i></p> <p><i>Possessing, selling, or otherwise furnishing a firearm</i></p>	<ul style="list-style-type: none"> <li>Age of student</li> <li>A BB gun, pellet gun, air pistol, paint pellet gun, etc., would be considered an imitation firearm should it meet the definition requirements.</li> <li>Shooting/firing of the replica</li> <li>Pointed or shot at others</li> </ul>	<ul style="list-style-type: none"> <li>Secure written statements from participants, witnesses, victims, etc.</li> <li>Take pictures of injuries or property damage, and collect any additional evidence (for example videos).</li> <li>Conduct threat assessment (if necessary)</li> <li>Clear photograph of item</li> <li>Police Contact</li> <li>Consider contact to Assistant Superintendent and Student Services</li> <li>Parent conference</li> <li>Refer student to counselor/anger management/school-based counseling</li> <li>Implement behavior plan upon second offense</li> <li>Must conference with administrator upon return</li> <li>Administrator reviews current discipline history/IEP if applicable</li> <li>Reintegration into the learning community</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices (impromptu conferences)</li> <li>Structured recess</li> <li>On-campus suspension</li> <li>School service activity</li> <li>Letter of apology</li> <li>Parent conference</li> <li>Re-teach/reinforce school-wide expectations</li> <li>Loss of school privileges</li> <li>After-school programs</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices (conflict resolution)</li> <li>Loss of extra-curricular activities</li> <li>On-campus suspension</li> <li>Refer to school-based counseling</li> <li>SST referral</li> <li>Behavior contract</li> <li>Parent conference</li> <li>Social skills group</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices (restorative conference)</li> <li>Refer to school-based counseling</li> <li>SST referral</li> <li>Behavior contract</li> <li>Parent conference</li> <li>SRO/ police contact</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices (impromptu conversations, conference)</li> <li>PBIS Tier II targeted intervention</li> <li>Conflict/Peer resolution</li> <li>Saturday School</li> <li>Refer to Peer Assistance Leadership (PAL)</li> <li>School community service</li> <li>School-based counseling</li> <li>Assign adult mentor</li> <li>Social skills course</li> <li>Conversation with SRO/SMART</li> <li>Referral to OC Human Relations Commission</li> <li>Referral to Museum of Tolerance</li> <li>Referral to community resources</li> </ul>

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<p><b>11. Theft</b> <i>Ed. Code 48900 (g)</i>  Stole or attempted to steal school property or private property.</p>	<ul style="list-style-type: none"> <li>• Age of student</li> <li>• Type of item(s) stolen</li> <li>• Amount of item(s)</li> <li>• Value of item(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Secure written statements from participants, witnesses, victims, etc.</li> <li>• Take pictures of injuries or property damage, and collect any additional evidence (for example videos).</li> <li>• Clear photograph of item</li> <li>• Possible Police Contact</li> <li>• Collect estimate of loss</li> <li>• Facilitate restitution</li> <li>• Parent contact</li> <li>• Administrator reviews current discipline history/IEP if applicable</li> <li>• Contact student services if appropriate</li> <li>• Parent conference</li> <li>• Refer student to counselor/anger management/school-based counseling</li> <li>• Implement behavior plan upon second offense</li> <li>• Reintegration into the learning community</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (impromptu conference)</li> <li>• Structured recess</li> <li>• On-campus suspension</li> <li>• School service activity</li> <li>• Letter of apology</li> <li>• Parent conference</li> <li>• Loss of school privileges</li> <li>• Reteach/ reinforce school-wide expectations</li> <li>• After-school programs</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (conflict resolution)</li> <li>• Loss of extra-curricular activities</li> <li>• On-campus suspension</li> <li>• Refer to school-based counseling</li> <li>• SST referral</li> <li>• Behavior contract</li> <li>• Parent conference</li> <li>• Social skills group</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (restorative conference)</li> <li>• Refer to school-based counseling</li> <li>• SST referral</li> <li>• Behavior contract</li> <li>• Parent conference</li> <li>• SRO/ police contact</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (impromptu conversations, conference)</li> <li>• PBIS Tier II targeted intervention</li> <li>• Conflict/Peer resolution</li> <li>• Saturday School</li> <li>• Refer to Peer Assistance Leadership (PAL)</li> <li>• School community service</li> <li>• School-based counseling</li> <li>• Assign adult mentor</li> <li>• Social skills course</li> <li>• Conversation with SRO</li> <li>• Referral to OC Human Relations Commission</li> <li>• Referral to Museum of Tolerance</li> <li>• Referral to community-based resources</li> </ul>

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<p><b>12. Receiving stolen property</b></p> <p><i>Ed. Code 48900 (I)</i></p> <p>Knowingly received stolen school property or private property.</p>	<ul style="list-style-type: none"> <li>Age of the student</li> <li>Type of item(s) stolen</li> <li>Amount of item(s)</li> <li>Value of item(s)</li> </ul>	<ul style="list-style-type: none"> <li>Secure written statements from participants, witnesses, victims, etc.</li> <li>Take pictures of injuries or property damage, and collect any additional evidence (for example videos).</li> <li>Confiscate stolen property</li> <li>Clear photograph of item(s)</li> <li>possible Police Contact</li> <li>Contact parent</li> <li>Parent conference</li> <li>Refer student to counselor/ anger management/ school- based counseling</li> <li>Implement behavior plan upon second offense</li> <li>Possible restitution</li> <li>Administrator reviews current discipline history/IEP if applicable</li> <li>Reintegration into the learning community</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices (impromptu conference)</li> <li>Structured recess</li> <li>On-campus suspension</li> <li>School service activity</li> <li>Letter of apology</li> <li>Parent conference</li> <li>Loss of school privileges</li> <li>After-school programs</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices (conflict resolution)</li> <li>Loss of extra-curricular activities</li> <li>On-campus suspension</li> <li>Refer to school-based counseling</li> <li>SST referral</li> <li>Behavior contract</li> <li>Parent conference</li> <li>Social skills group</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices (restorative conference)</li> <li>Refer to school-based counseling</li> <li>SST referral</li> <li>Behavior contract</li> <li>Parent conference</li> <li>SRO/ police contact</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices (impromptu conversations, conference)</li> <li>PBIS Tier II targeted intervention</li> <li>Conflict/Peer resolution</li> <li>Saturday School</li> <li>Refer to Peer Assistance Leadership (PAL)</li> <li>School community service</li> <li>School-based counseling</li> <li>Assign adult mentor</li> <li>Social skills course</li> <li>Conversation with SRO</li> <li>Referral to OC Human Relations Commission</li> <li>Referral to Museum of Tolerance</li> <li>Referral to community-based resources</li> </ul>

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<p><b>13. Robbery or extortion</b></p> <p><i>Ed. Code 48900 (e)</i></p> <p>Committed or attempted to commit robbery or extortion.</p>	<ul style="list-style-type: none"> <li>• Age of student</li> <li>• Type of item(s) stolen</li> <li>• Amount of item(s)</li> <li>• Value of item(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Secure written statements from participants, witnesses, victims, etc.</li> <li>• Take pictures of injuries or property damage, and collect any additional evidence (for example videos).</li> <li>• Police Contact</li> <li>• Parent contact</li> <li>• Administrator reviews current discipline history and IEP, if applicable</li> <li>• Contact Student Services if appropriate</li> <li>• Parent conference</li> <li>• Refer student to counselor/anger management/school-based counseling</li> <li>• Implement behavior plan upon second offense</li> <li>• Must conference with administrator upon return</li> <li>• Reintegration into the learning community</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (impromptu conference)</li> <li>• Structured recess</li> <li>• On-campus suspension</li> <li>• School service activity</li> <li>• Letter of apology</li> <li>• Parent conference</li> <li>• Loss of school privileges</li> <li>• Collect restitution if appropriate</li> <li>• Reteach/reinforce school-wide expectations</li> <li>• After-school programs</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (conflict resolution)</li> <li>• Loss of extra-curricular activities</li> <li>• On-campus suspension</li> <li>• Refer to school-based counseling</li> <li>• SST referral</li> <li>• Behavior contract</li> <li>• Parent conference</li> <li>• Social skills group</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (restorative conference)</li> <li>• Refer to school-based counseling</li> <li>• SST referral</li> <li>• Behavior contract</li> <li>• Parent conference</li> <li>• SRO/ police contact</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension</li> <li>• Involuntary transfer referral</li> <li>• Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices (impromptu conversations, conference)</li> <li>• PBIS Tier II targeted intervention</li> <li>• Conflict/Peer resolution</li> <li>• Saturday School</li> <li>• Refer to Peer Assistance Leadership (PAL)</li> <li>• School community service</li> <li>• School-based counseling</li> <li>• Assign adult mentor</li> <li>• Social skills course</li> <li>• Conversation with SRO</li> <li>• Referral to OC Human Relations Commission</li> <li>• Referral to Museum of Tolerance</li> <li>• Referral to community-based resources</li> </ul>

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<p><b>14. School or classroom disruption and defiance</b></p> <p><i>Ed. Code 48900 (k)</i></p> <p><b>Note: Grades K-8 cannot suspend for 48900(k); K-12 cannot expel</b></p> <p>Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.</p>	<ul style="list-style-type: none"> <li>• Age of student</li> <li>• Discipline history</li> <li>• Minor Offense               <ul style="list-style-type: none"> <li>○ Passive refusal to participate, extremely slow in response to request, testing the limit</li> </ul> </li> <li>• Serious Offense               <ul style="list-style-type: none"> <li>○ Repeated refusal, ignoring reasonable request that leads to escalation and/or to an unsafe situation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Administrator reviews current discipline history/IEP if applicable</li> <li>• For minor offenses refer to site procedures and discipline policies.</li> <li>• If a teacher suspends a student, follow steps outlined in Education Code 48910 (contact Student Services for further guidance)</li> <li>• Contact parent/ guardian</li> <li>• Must conference with administrator</li> <li>• Parent conference</li> <li>• Reintegration into the learning community</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (impromptu conference, conflict resolution)</li> <li>• Structured recess</li> <li>• On-campus suspension</li> <li>• School service activity</li> <li>• Letter of apology</li> <li>• Parent conference</li> <li>• Loss of school privileges</li> <li>• Re-teach/reinforce school-wide/ classroom expectations</li> <li>• After-school programs</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension (9-12 only)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (conflict resolution)</li> <li>• Loss of extra-curricular activities</li> <li>• On-campus suspension</li> <li>• Refer to school-based counseling</li> <li>• SST referral</li> <li>• Behavior contract</li> <li>• Parent conference</li> <li>• Social skills group</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension (9-12 only)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices (restorative conference)</li> <li>• Refer to school-based counseling</li> <li>• SST referral</li> <li>• Behavior contract</li> <li>• Parent conference</li> <li>• SRO/ police contact</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>• 1-5-day suspension (9-12 only)</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Practices (impromptu conversations, conference)</li> <li>• PBIS Tier II targeted intervention</li> <li>• Saturday School</li> <li>• Refer to Peer Assistance Leadership (PAL)</li> <li>• School community service</li> <li>• School-based counseling</li> <li>• Assign adult mentor</li> <li>• Social skills course</li> <li>• Conversation with SRO</li> <li>• Referral to OC Human Relations Commission</li> <li>• Referral to Museum of Tolerance</li> <li>• Referral to community-based resources</li> <li>• Class suspension</li> <li>• Parent attendance requested during the school day.</li> </ul>

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**K-12 DISCIPLINE GUIDELINES**

OFFENSE	CONSIDERATIONS	EXPECTATIONS as applicable to offense	Tier 1 Responses	Tier 2 Responses All Tier 1 interventions continue, adding Tier 2 below	Tier 3 Responses All Tier 1 and 2 interventions continue, adding Tier 3 below	Other Means of Correction/ Interventions
<p><b>15. Committed an obscene act or engaged in habitual profanity</b> <i>Ed. Code 48900 (i)</i></p> <p>Committed an obscene act or engaged in habitual profanity or vulgarity.</p> <p><b>16. Sexual harassment</b> <i>Ed. Code 48900.2</i></p> <p>Must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile or offensive educational environment.</p> <p><i>Note: can only suspend for Education Code 48900.2 in grades 4-12</i></p> <p><b>Mandatory Expulsion Recommendation</b> <i>Ed. Code 48915 (c) (4)</i></p> <p>Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing sexual battery as defined in sub-division (n) of Section 48900</p>	<ul style="list-style-type: none"> <li>Non-directed peer/staff</li> <li>Directed to a peer</li> <li>Directed to a staff member</li> <li>Intent pre and post</li> <li>Consent</li> <li>Age of students</li> <li>Supervision</li> <li>Number of students involved</li> <li>Witness/ Exposure</li> <li>Nature of offense:               <ul style="list-style-type: none"> <li>Physical</li> <li>Written</li> <li>Gestures</li> <li>Verbal</li> </ul> </li> <li>Previous incidence</li> <li>Number of victims</li> </ul>	<ul style="list-style-type: none"> <li>Secure written statements from participants, witnesses, victims, etc.</li> <li>Collect any additional evidence (for example videos).</li> <li>Review GGUSD sexual harassment policy</li> <li>Possible police contact</li> <li>Possible threat assessment</li> <li>Contact Student Services if appropriate</li> <li>Parent conference</li> <li>Parent contact</li> <li>Refer student to counselor/ anger management/ school-based counseling</li> <li>Implement behavior plan upon second offense</li> <li>Administrator reviews current discipline history/IEP if applicable</li> <li>Reintegration into the learning community</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices (impromptu conference, conflict resolution)</li> <li>Structured recess</li> <li>Detention</li> <li>On-campus suspension</li> <li>School service activity</li> <li>Parent conference</li> <li>Schedule change</li> <li>IEP Goal</li> <li>Loss of school privileges</li> <li>Re-teach/reinforce school-wide expectations</li> <li>Letter of apology</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices (conflict resolution)</li> <li>Loss of extra-curricular activities</li> <li>On-campus suspension</li> <li>Refer to school-based counseling</li> <li>SST referral</li> <li>Behavior contract</li> <li>Parent conference</li> <li>Social skills group</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices (restorative conference)</li> <li>Refer to school-based counseling</li> <li>SST referral</li> <li>Behavior contract</li> <li>Parent conference</li> <li>SRO/ police contact</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Practices (impromptu conversations, conference)</li> <li>PBIS Tier II targeted intervention</li> <li>Conflict/Peer resolution</li> <li>Saturday School</li> <li>Refer to Peer Assistance Leadership (PAL)</li> <li>School community service</li> <li>School-based counseling</li> <li>Assign adult mentor</li> <li>Social skills course</li> <li>Conversation with SRO</li> <li>Referral to OC Human Relations Commission</li> <li>Referral to Museum of Tolerance</li> <li>Refer to Tiered Responses</li> <li>Contact SRO</li> <li>Observe or visit on campus club/ advisor (GSA, Women's/ Men's Club)</li> <li>Referral to community-based resources</li> </ul>

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Student Services  
**K-12 DISCIPLINE GUIDELINES**

OFFENSE	CONSIDERATIONS	EXPECTATIONS as applicable to offense	Tier 1 Responses	Tier 2 Responses All Tier 1 interventions continue, adding Tier 2 below	Tier 3 Responses All Tier 1 and 2 interventions continue, adding Tier 3 below	Other Means of Correction/Interventions
<p><b>17. Possession/use of tobacco or vaping products</b></p> <p><i>Education Code 48900 (h)</i></p> <p><b>18. Possession/sale of drug paraphernalia</b></p> <p><i>Education Code 48900(j)</i></p> <p><b>19. Offered, arranged, or negotiated to sell a "look alike" controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.</b></p> <p><i>Education Code 48900(d)</i></p> <p><b>20. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.</b></p> <p><i>Education Code 48900 (c)</i></p> <p><b>Mandatory Expulsion Recommendation</b></p> <p><i>Ed. Code 48915 (c) (3)</i></p> <p>Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code.</p>	<ul style="list-style-type: none"> <li>Various items including pipes, papers, vials, spoons, bongs, syringes, etc.</li> <li>Vape (regardless of what is being smoked)</li> <li>Vape cartridges or other paraphernalia</li> <li>Edibles (controlled substances)</li> <li>Controlled substances are defined and listed in Chapter 2 of Division 10 of the Health and Safety Code</li> <li><b>Note: If a student unlawfully sells a controlled substance, please refer to Education Code 48915 (c)(3)</b></li> </ul>	<p>First offense:</p> <ul style="list-style-type: none"> <li>Administrator reviews current discipline history and IEP, if applicable</li> <li>Confiscate any items related to the education code violations</li> <li>Take pictures of any evidence collected</li> <li>Secure written statements from participants, witnesses, victims, etc.</li> <li>Must conference with administrator</li> <li>Parent conference</li> <li>Parent arranges pick-up</li> <li>SRO/ police contact</li> <li>Refer to nurse/document on Incident Report</li> </ul> <p>Second/additional offense(s):</p> <ul style="list-style-type: none"> <li>Administrator reviews current discipline record and past history</li> <li>Must conference with administrator</li> <li>Parent conference</li> <li>Parent arranges pick-up</li> <li>Refer to nurse, if necessary</li> <li>Written statements</li> <li>SRO/police contact</li> <li>Behavior contract/plan</li> <li>Reintegration into the learning community</li> </ul>	<p>First offense:</p> <ul style="list-style-type: none"> <li>Caregivers will be notified of the student's first offense violating GGUSD tobacco free policy</li> <li>At the administrator's discretion, students can be provided the option to participate in a brief intervention session, which can be utilized as an alternative to suspension or in lieu of exclusionary measures of discipline</li> <li>Students violating the school's anti-tobacco policy may be referred for a Brief Intervention strategy which will require them to meet with designated school staff member approximately two to three times to discuss ways to help them make healthier decisions, with the ultimate goal of quitting tobacco products altogether.</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral/Expulsion recommendation</li> <li>Referral to substance-use interventions</li> </ul>	<p>Second Offense:</p> <ul style="list-style-type: none"> <li>Students violating the school's anti-tobacco policy again will be required to attend a 90-minute tobacco prevention and education seminar facilitated by the Orange County Health Care Agency Tobacco Use Prevention Project (TUPP). This seminar will include information about tobacco products (including electronic cigarettes) and their impact on health</li> <li>Educational seminars will be made available once per month as needed for students violating the district's anti-tobacco policy</li> <li>At the administrator's discretion other discipline measures such as an in-school suspension or off-campus suspension may be applied based on the severity of the offense.</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral/Expulsion recommendation</li> <li>Referral to substance-use interventions</li> </ul>	<p>Additional offenses:</p> <ul style="list-style-type: none"> <li>Caregivers notified of the student's additional offenses violating GGUSD tobacco free policy</li> <li>As an alternative to suspension, a student will participate in the online ASPIRE cessation course</li> <li>The course consists of eight modules that are one-hour in length and include lessons, with quizzes for progress monitoring</li> <li>Cessation materials will be sent home for review</li> <li>At the administrator's discretion other discipline measures such as an in-school suspension or off-campus suspension may be applied based on the severity of the offense.</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral/Expulsion recommendation</li> <li>Referral to substance-use interventions</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Practices (impromptu conversations, conference)</li> <li>Conflict/Peer resolution</li> <li>Saturday School</li> <li>Refer to Peer Assistance Leadership (PAL)</li> <li>School community service</li> <li>Referral to school-based counseling</li> <li>Assign adult mentor</li> <li>Social skills course</li> <li>Conversation with SRO</li> <li>Reference anti-vaping/nicotine resources such as: <a href="https://www.cde.ca.gov/ls/he/at/ends.asp">https://www.cde.ca.gov/ls/he/at/ends.asp</a></li> <li>parent education with student and admin.</li> <li>Parent-Student contract involved VAPE use</li> <li>Referral to community-based resources</li> <li>Referral to substance-use interventions</li> </ul>



GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Student Services  
K-12 DISCIPLINE GUIDELINES

OFFENSE	CONSIDERATIONS	EXPECTATIONS as applicable to offense	Tier 1 Responses	Tier 2 Responses All Tier 1 interventions continue, adding Tier 2 below	Tier 3 Responses All Tier 1 and 2 interventions continue, adding Tier 3 below	Other Means of Correction/ Interventions
<p><b>21. Damage to school/private property (vandalism/graffiti)</b></p> <p><i>Ed. Code 48900 (f)</i></p> <p>Caused or attempted to cause damage to school property or private property.</p>	<ul style="list-style-type: none"> <li>Age of student</li> <li>Degree of vandalism and damage to school/private property</li> <li>Consider if property can be repaired</li> <li>Damage/Repair costs</li> </ul>	<ul style="list-style-type: none"> <li>Administrator reviews current discipline history and IEP, if applicable</li> <li>Clear photographs of damage</li> <li>Written statement and collection of any other substantial evidence</li> <li>Parent contact/conference</li> <li>Secure estimate of damage</li> <li>SRO/ police contact</li> <li>Reintegration into the learning community</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices (impromptu conference)</li> <li>Structured recess</li> <li>On-campus suspension</li> <li>School service activity</li> <li>Letter of apology</li> <li>Parent conference</li> <li>Re-teach school-wide/classroom expectations</li> <li>Loss of school privileges</li> <li>Restitution, if applicable</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices (mediation, conflict resolution)</li> <li>Loss of extra-curricular activities</li> <li>In-house suspension</li> <li>Refer to school-based counseling</li> <li>SST referral</li> <li>Behavior contract</li> <li>Parent conference</li> <li>Restitution, if applicable</li> <li>Social skills/coping skills group</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative practices (restorative conference)</li> <li>Refer to school-based counseling</li> <li>SST referral</li> <li>Behavior contract</li> <li>Parent conference</li> <li>SRO/ police contact</li> <li>Restitution, if applicable</li> </ul> <p><b>Other Potential Actions:</b></p> <ul style="list-style-type: none"> <li>1-5-day suspension</li> <li>Involuntary transfer referral</li> <li>Expulsion recommendation</li> </ul>	<ul style="list-style-type: none"> <li>Restorative Practices (impromptu conversations, conference)</li> <li>PBIS Tier II targeted intervention</li> <li>Conflict/Peer resolution</li> <li>Saturday School</li> <li>Refer to Peer Assistance Leadership (PAL)</li> <li>School community service</li> <li>School-based counseling</li> <li>Assign adult mentor</li> <li>Social skill course</li> <li>Conversation with SRO</li> <li>Referral to OC Human Relations Commission</li> <li>Referral to Museum of Tolerance</li> <li>Referral to community-based resources</li> </ul>



## DRESS CODE POLICY

5160

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
BOARD POLICY

5160

### Dress Standards, K-12

The Board of Education is legally and ethically responsible for the establishment of a classroom and campus atmosphere which creates and promotes conditions for orderly study. The requirements for students within the district to show proper attention to health, hygiene, and safety issues, as well as to the suitability of clothing and accessories for school activities are an integral part of the education experience.

The Board of Education has a responsibility to minimize harmful influence upon district schools and students by gangs or other groups advocating disruptive and violent behavior or drug and alcohol abuse.

The Board of Education believes that appropriate student dress contributes to a productive and safe learning environment. Thus, while on campus, or at any school sponsored event, students shall be dressed in a manner which does not adversely affect the instructional program nor violate reasonably acceptable standards for decency as determined by the site or program administrator. Students' clothing should not present a health or safety hazard which would interfere with the educational process, and students should wear clothes that are suitable for the school activities in which they participate.

The administration is therefore directed to develop dress standards which address those obligations, as well as any other health and safety concerns, yet grant a reasonable latitude for the expression of individual taste and style. Dress standards shall reflect community trends but be tempered by restrictions on distracting, dangerous, or inappropriate extremes as judged by the school's administration. These standards shall be made a part of the administrative regulations of the district.

Ref: EC Sections 35010, 35921; CCR, Title 5, Section 302

Adopted: July 20, 1971

Revised: August 27, 1979

Revised: March 4, 1986

Revised: February 4, 1992

Reviewed: July 1, 2000

Revised: September 20, 2022

Dress Standards, K-12

The Board of Education expects that students enrolled in district schools shall present themselves in a manner conducive to study and educational advancement. A student's dress should be neat and appropriate for the demands of the activities in which the student is participating. Parents assert a major responsibility for their student's appearance, not only in providing the clothing, but in guiding the student in the selection and wear of appropriate school apparel.

The dress standards of students in every case shall be neat and should:

- A. Cause neither actual distraction nor disturbance to a school activity
- B. Create neither a health nor a safety hazard to themselves or others
- C. Ensure that all students are treated equitably without regard to gender/gender identifications, sexual orientation, race, ethnicity, body type/size, religion, and personal style
- D. Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- E. Permit students to wear attire without fear of discipline or discrimination
- F. Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography

The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student. Students and parents/guardians shall be informed about dress code at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

The dress standards that follow are intended to define appropriate school apparel and acceptable healthy, hygiene and safety:

- A. Footwear shall be worn at all times on the campus. Reflecting a concern for safety, footwear should correspond with the demands and attributes of the activity in which the student participates.
- B. Apparel or accessories shall not contain any obscene or offensive logos, graphics, or hand-written wording depicting drugs, illicit substances, alcoholic beverages, or sexually suggestive topics.
- C. Apparel, accessories, and head coverings, including hats and caps, shall not be permitted when such apparel is associated with or reflects gang affiliation or gang identity by virtue of its colors, trademarks, or other design arrangement.
- D. Clothing worn by students will be opaque and appropriately cover the student's body
  - Student clothing must cover undergarments, or where undergarments typically would be, at all times
  - Clothing must cover all areas of the midriffs
  - Clothing must not expose cleavage, buttocks, or genitals

5160.1 Administrative Regulation (Continued)

5160.1

- E. Clothing worn by students will align with the instructional purpose and meet safety requirements
- Students may be required to wear additional safety attire when directed by an instructor to align with class standards (e.g., wood shop, science lab, physical education)
  - Students may be permitted to wear otherwise prohibited clothing (e.g., midriff bearing) when directed by an instructor to align with an activity (e.g., sport's uniforms, theater costumes)
- F. Hats and headwear are permitted when they align with the following standards:
- Student's face must always be visible to staff
  - Hats or headwear may not interfere with the sight of any students or staff
  - During in-classroom instruction, a teacher may direct a student to remove headwear at any time *unless* the headwear is such that is a cultural item (e.g., yarmulkes, turbans, hijab). Teachers may also direct a student to a different seat if the hat causes a visual obstruction to other students
- G. All clothing and accessories are prohibited from:
- Advocating violence or referencing criminal activity (including, but not limited to, the use of drugs or alcohol);
  - Including pornography, hate speech (as defined in law), or political slogans; or
  - Including images or language that creates a hostile or intimidating environment for any protected class
  - All clothing and accessories are prohibited from causing a disruption to the educational environment
- H. Clothing must be worn for the purpose it is intended.
- Students may not wear clothing in an unintended way. For example, flags may not be worn as clothing (clothing made from flag fabric is permitted). Skirts may not be worn as dresses.

The principal or the designee is responsible for deciding questions of appropriateness of student dress and grooming at a school site.

Ref: EC Sections 35010, 35291; CCR, Title 5, Section 302

Approved: February 4, 1992

Reviewed: July 1, 2000

Revised: November 4, 2022

## SECTION 4- DISCRIMINATION/HARASSMENT



Harassment on the Basis of an Individual's Sex – Students

The Garden Grove Unified School District is committed to maintaining an educational environment free from discrimination, harassment, intimidation, and bullying on the basis of an individual's sex or gender identity. The term "sex" includes a person's gender, gender identity, and gender expression. "Gender expression" means a person's gender-related appearance and behavior whether or not associated with the person's assigned sex at birth. The district prohibits sexual harassment of any student by any employee, student, or other person at school or at any school-related activity. (Ref: BP5141)

Sexual harassment, as defined and otherwise prohibited by state and federal statutes, constitutes an unlawful form of sex discrimination.

Students shall be informed that they should immediately report any incidents to either the principal or the designee if they feel they are being harassed or subject to bullying based on sex. Any student or parent on behalf of the student may request Early Resolution of alleged act of sexual harassment; or a student or parent on behalf of the student may request a Formal Investigation. Procedures for Early Resolution and Formal Investigation are set forth in Administrative Regulation 5161.1.

Staff shall report complaints of sexual harassment to the principal or designee. Formal complaints shall also be reported to the assistant superintendent of personnel services, the district's Title IX/sexual harassment officer, who will immediately log the complaint. Staff shall similarly report any such incidents they may observe even if the harassed student has not complained to the principal or designee.

A complaint should be made to:

Assistant Superintendent/Office of Personnel  
Attention: Title IX/Sexual Harassment Officer  
(714) 663-6464  
Garden Grove Unified School District  
10331 Stanford Avenue, Garden Grove, CA 92840

Any student who engages in the sexual harassment or bullying based on sex of anyone at school or a school-related activity shall be subject to disciplinary action.

Upon verifying that sexual harassment or bullying based on sex occurred, the principal or designee shall ensure that appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of harassment, including referring the matter to law enforcement, when required. The alleged harasser may also be subject to civil liability.

The Title IX/sexual harassment officer shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be kept confidential to the extent possible within legal constraints, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

#### Appeal to California State Department of Education

Any complainant(s) may appeal a district decision to the California State Department of Education by filing a written appeal within 15 calendar days of receiving the district decision. When appealing the decision, the complainant must specify the basis for the appeal and whether the facts are incorrect and/or the law has been misapplied. (5 CCR 4632)

The appeal shall include the following:

1. A copy of the complaint.
2. A copy of the district decision.

Upon notification by the California State Department of Education that the district decision has been appealed, the Compliance Officer shall forward the following to the California State Department of Education:

1. A copy of the original complaint.
2. A copy of the district decision.
3. A summary of the nature and extent of the investigation conducted by the district, if not covered in the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the complaint procedures.
7. Such other relevant information as the department may require.

Ref: EC Sections 200-231.5, 48900.2  
Government Code Sections 12900-12940, et seq.  
Title VII (Civil Rights Act of 1964 as amended, 42 USC §2000(d) (e), et. seq.) Title IX (Educational Amendments Act of 1972, 42 USC §1681, et seq.)

Adopted: September 2, 2003  
Revised: August 17, 2004  
Revised: May 2, 2008  
Revised: August 16, 2011  
Revised: May 15, 2012  
Revised: August 17, 2021



Harassment on the Basis of an Individual's Sex - StudentsIntent:

The Garden Grove Unified School District is committed to a learning environment free of discrimination, harassment, intimidation, and bullying based on sex. Sexual harassment is a form of misconduct which fundamentally compromises the integrity of human relationships, affects morale and performance, and threatens an individual's sense of security and well-being.

The Garden Grove Unified School District will not tolerate any sexual relationship between an employee and a student. If a sexual relationship develops between an employee and a student, appropriate corrective measures will be initiated while an alleged violation is being investigated.

Disciplinary action, up to and including termination, will be taken against any employee engaged in sexual harassment or bullying based on sex of a student.

The Garden Grove Unified School District will not tolerate a student engaging in the sexual harassment or bullying based on sex of another student or a school employee. Upon investigation and validation that the district's policy on sexual harassment has been violated, that student shall incur appropriate disciplinary action. For students in kindergarten through grade 3, this disciplinary action shall depend on the maturity of the students and circumstances involved. For students in grades 4 through 12, the disciplinary action may include, but is not limited to, suspension and/or expulsion.

Definition:

Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct or conduct of a sexual nature, made against another person of the same or opposite sex, when:

- (a) Submission to such conduct is either explicitly or implicitly made a term or condition of an individual's academic status or progress;
- (b) Submission to or rejection of such conduct by an individual is used as the basis of an academic decision affecting such individual;
- (c) Such conduct has a negative impact upon the individual's work or academic performance, or creates an intimidating, hostile, or offensive work or educational environment;
- (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the district.

In determining whether the reported conduct constitutes sexual harassment, consideration shall be given to the record of the conduct as a whole and to the totality of the circumstances, including the context in which the conduct occurred.

Examples:

If sufficiently severe or pervasive, the following conduct, whether committed by an employee, a non-employee, or student, may constitute sexual harassment:

- (a) Unwelcome leering, sexual flirtations or propositions.

5161.1 Administrative Regulation (Continued)

5161.1

- (b) Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
- (c) Unwelcome graphic verbal comments about an individual's body, overly personal conversations, or pressure for sexual activity.
- (d) Unwelcome sexual jokes, notes, stories, drawings, pictures, gestures, graffiti, or sexually explicit e-mails.
- (e) Unwelcome sexual rumors.
- (f) Unwelcome touching of an individual's body or clothes in a sexual way, massaging, grabbing, fondling, stroking, or brushing the body.
- (g) Unwelcome cornering, blocking, leaning over, or impeding normal movements.
- (h) Unwelcome displays of sexually suggestive objects in the educational or work environment.
- (i) Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Notifications: The district's policy on sexual harassment shall:

- (a) Be included in the notifications that are sent to parents/guardians at the beginning of each school year.
- (b) Be included as part of any orientation program for new students. Be displayed in a prominent location near each school principal's office.
- (c) Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct.

Responsibility:

Any employee having knowledge of conduct by another employee, volunteer, student, or individual in the school community which may constitute sexual harassment or bullying based on sex is required to immediately report such conduct to the principal or the Title IX/sexual harassment officer.

An employee who witnesses an act of discrimination, harassment, intimidation or bullying shall take immediate steps to intervene when safe to do so.

Employees are hereby placed on notice that if an employee engages in acts which the district determines to be acts of sexual harassment, such acts are outside of the scope and course of the employee's employment. Such conduct may result in the employee having to obtain his or her own legal counsel, and sexual harassment or unlawful discrimination may result in a money judgment against the employee personally.

Private, personal, consensual conduct may at some point become unwelcome. Any student advised that a fellow student now believes certain conduct to be unwelcome shall cease such conduct immediately. Any conduct of a sexual nature following such notice may be determined to be sexual harassment. Students who participate in a consensual relationship, and who at some point wish to discontinue the relationship, should tell the other participant, either verbally or in writing, that the conduct is no longer consensual or welcome and therefore all such conduct must cease.

All students and employees shall cooperate with any investigation of an alleged act of discrimination/harassment conducted by the district or by an appropriate state or federal agency. No student or employee of the district shall take any action to discourage anyone from reporting any incident of sexual discrimination or harassment.

#### Procedures for Reporting and Responding to Reports of Sexual Harassment

1. Reporting Sexual Harassment

Students should report sexual harassment to the principal or the Title IX/sexual harassment officer as soon as possible after the alleged conduct occurs, optimally within 30 days. Prompt reporting will enable the district to investigate the facts, determine the issues, and provide an appropriate remedy or disciplinary action. The district shall respond to reports of discrimination and harassment to the greatest extent possible, taking into account the amount of time that has passed since the alleged conduct occurred. Unreasonable delay in reporting may impede the district's ability to conduct an investigation and/or effect appropriate action, as well as both parties' legal rights.

In any case of sexual harassment involving the individual to whom the complaint would ordinarily be made, the complaint shall be made to the superintendent or designee.

2. Options for Resolution

Individuals reporting sexual harassment will be informed about options for resolving potential violations of the sexual harassment policy. These options will include procedures for Early Resolution and procedures for Formal Investigation.

Individuals reporting harassment will be informed about the range of possible outcomes of the report, including interim protections, remedies for the individual harmed by the harassment, and disciplinary actions that might be taken against the accused as a result of the report, including information about the procedures leading to such outcomes.

An individual who is subjected to retaliation (e.g., threats, intimidation, reprisals, or adverse employment or educational actions) for having reported sexual harassment in good faith, who assisted someone with a report of sexual harassment, or who participated in any manner in an investigation or resolution of a report of sexual harassment, may make a report of retaliation under these procedures.

3. Procedures for Early Resolution

The goal of Early Resolution is to resolve concerns at the earliest stage possible. Parties are encouraged to utilize Early Resolution options when they desire to resolve the situation cooperatively and/or when a Formal Investigation is not likely to lead to a satisfactory outcome. Early Resolution may include an inquiry into the facts, but typically does not include a formal investigation. Means for Early Resolution will be flexible and encompass a full range of possible appropriate outcomes. Early Resolution includes options such as mediating an agreement between the parties, separating the parties, referring the parties to counseling programs, negotiating an agreement for disciplinary action, conducting targeted educational and training programs, or providing remedies for the individual harmed by the harassment. Early Resolution also includes options such as discussions with the parties, making recommendations for resolution, and conducting a follow-up review after a period of time to assure that the resolution has been implemented effectively.

While the district encourages early resolution of a complaint, the district does not require that parties participate in Early Resolution. Some reports of discrimination or harassment may not be appropriate for Early Resolution. The Title IX/sexual harassment officer shall have the discretion to determine that Early Resolution is not appropriate.

## 4. Procedures for Formal Investigation

In response to reports of sexual harassment in cases where Early Resolution is inappropriate (such as when the facts are in dispute in reports of serious misconduct, when reports involve employees or individuals with a pattern of inappropriate behavior or when there are allegations of criminal acts such as sexual assault) or in cases where the complainant wishes to end the Early Resolution process, the Title IX/sexual harassment officer or his/her designee may conduct a Formal Investigation. In such cases, the individual making the report will be encouraged to file a written request for Formal Investigation. In cases where there is no written request, the Title IX/sexual harassment officer may initiate a Formal Investigation after making a preliminary inquiry into the facts.

Formal Investigation of reports of sexual harassment includes the following:

- a. The individual(s) accused of conduct violating the district's sexual harassment policy are informed of the allegations.
- b. The investigation generally includes interviews with the parties if available, interviews with other witnesses as needed, and a review of relevant documents as appropriate. Disclosure of facts to parties and witnesses is limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation are advised that maintaining confidentiality is essential to protect the integrity of the investigation.
- c. Upon request, the complainant and the accused may each have a representative present when he or she is interviewed. Other witnesses may have a representative present at the discretion of the investigator.
- d. At any time during the investigation, the district may impose interim protections or remedies for the complainant or witnesses. These protections or remedies may include separating the parties, placing limitations on contact between parties, or making alternative working arrangements. Failure to comply with the terms of interim protections may be considered a separate violation of the sexual harassment policy.
- e. The investigation shall be completed as promptly as possible and in most cases within 30 working days of the date the request for Formal Investigation was filed. This timeline may be extended for good cause.
- f. The investigator shall prepare a written report of his/her findings. The report shall include the decision and the reasons for the decision and shall summarize all the steps taken during the investigation. The report shall be presented to the superintendent or designee. A summary of the report shall be presented to the complainant and the person accused. If a determination has been made that sexual harassment occurred, the parties shall be informed as to the corrective action(s) that have been taken or will be taken to the extent such notice is consistent with the "privacy" provisions of this regulation.
- g. The complainant or the person accused may appeal any findings to the superintendent within 10 working days of receiving the summary of the Investigator's findings. Upon receiving an appeal, the superintendent shall schedule a meeting with the person who filed the appeal as soon as practicable. The superintendent shall render his/her decision within 10 working days of the meeting.
- h. The Title IX/sexual harassment officer shall ensure that the harassed student and his/her parent or guardian are informed of the procedures for reporting any subsequent problems. The Title IX/sexual harassment officer or designee shall make follow-up inquiries to see if there have been any new incidents or retaliation.

5161.1 Administrative Regulation (Continued)

5161.1

Privacy

The district shall protect the privacy of individuals involved in a report of sexual harassment or retaliation to the extent required by law and district policy. A report of sexual harassment may result in the gathering of extremely sensitive information about individuals. While such information is considered confidential, laws regarding access to public records may require disclosure of certain information concerning a report of sexual harassment. In such cases, every effort will be made to redact the records to protect the privacy of individuals. An individual who has made a report of sexual harassment may be advised of sanctions imposed against the accused when the individual needs to be aware of the sanction in order for it to be fully effective (such as restrictions on communication or contact with the individual who made the report).

However, information regarding disciplinary action taken against the accused will not be disclosed without the accused's consent, unless such disclosure is permitted by law.

Confidentiality of Reports

District employees, such as the Title IX/sexual harassment officer, managers, and supervisors have an obligation to respond to reports of harassment and retaliation, even if the individual making the report requests that no action be taken. An individual's requests regarding confidentiality of reports of harassment or retaliation will be considered in determining an appropriate response; however, such requests will be considered in the dual contexts of the district's legal obligation to ensure a working and learning environment free from sexual harassment and retaliation and the due process rights of the accused to be informed of the allegations and their source. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the district will comply with requests for confidentiality to the extent possible.

Other Remedies

Anyone who believes that an education institution that receives federal funds has discriminated against someone on the basis of sex may file a complaint with the U.S. Department of Education, Office for Civil Rights (OCR). The person or organization need not be a victim of the alleged discrimination/harassment but may complain on behalf of another person or group. A complaint must be filed within 180 calendar days of the date of the alleged discrimination, unless the time for filing is extended by OCR for good cause. If a complainant uses the district's complaint process and also chooses to file with OCR, the complaint must be filed with OCR within 60 days after the completion of the district's complaint resolution process. Contact information for OCR is:

Office for Civil Rights, San Francisco Office  
U.S. Department of Education 50 Beale Street, Suite 7200  
San Francisco, CA 94105-1813 Telephone: (415) 486-5555  
Fax: (415) 486-5570  
E-mail: OCR.SanFrancisco@ed.gov

Civil law remedies, including but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

Ref: EC Sections 200-231.5, 234.1, 48900.2  
Government Code Sections 12900-12940, et seq. 34 CFR 106.9  
Title VII (Civil Rights Act of 1964 as amended, 42 USC §2000(d) (e), et. seq.) Title IX (Educational Amendments Act of 1972, 42 USC §1681,et seq.)  
*Meritor Savings Bank v. Vinson*, 447 U.S. 57 (1986)  
*Franklin v. Gwinnett County Schools*, 503 U.S. 60 (1992)  
*Harris v. Forklift Systems*, 510 U.S. 17 (1993)  
*Burlington Industries, Inc. v. Ellerth*, 524 U.S. 742 (1998) *Faragher v. City of Boca Raton*, 524 U.S. 775 (1998)  
*Oncale v. Sundowner Offshore Services, Inc.*, 523 U.S. 75 (1998) *Clark County v. Breeden*, 121 S.Ct. 1508 (2001)  
*Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998) *Davis v. Monroe County Board of Education*, 526 U.S.629 (1999)

Approved: February 3, 1977      Revised: August 17, 2004  
Revised: August 27, 1979      Revised: May 2, 2008  
Revised: October 20, 1984      Revised: August 16, 2011  
Revised: March 4, 1986      Revised: May 15, 2012  
Revised: July 1, 1988  
Revised: May 18, 1993  
Reviewed: July 1, 2000  
Revised: September 2, 2003  
Revised: August 17, 2004



## Garden Grove Unified School District Formal Complaint Form

Students or parents/guardians/community members who have concerns on behalf of a student and are seeking a specific remedy are asked to follow the procedures outlined in the [Communication Guidelines](#) and first seek resolution of the problem with the employee responsible. If that does not meet your satisfaction, please speak to the school Principal or Department head. If you are not satisfied with the informal resolution of your concern at the school site or department level, you may file a written formal complaint by submitting this online form to the following email: [complaints@ggusd.us](mailto:complaints@ggusd.us) or you may complete the fillable form below, print, and submit to your child's school. The Complaint Process outlined in [Board Policy 3120](#) shall be separate and distinct from the complaint process under the Uniform Complaint Procedure and Board Policy 3119 and 4010.

<b>Please print and complete all sections</b>	
Your Name:	Date:
Address:	
Phone:	Primary: _____ Other: _____
I am a:	<input type="radio"/> Student <input type="radio"/> Parent <input type="radio"/> Other (please describe)
If parent/guardian provide student name:	
School/Department:	Choose Below
The person I am complaining about is:	<input type="radio"/> Certificated Employee (teacher, counselor, psychologist, etc.) <input type="radio"/> Classified Employee (custodian, bus driver, secretary, etc.) <input type="radio"/> School/District Administrator <input type="radio"/> Other (please describe)
The name of the person I am complaining about is:	
I have discussed my complaint with this person:	<input type="radio"/> Yes Date(s) of conversation(s) <input type="radio"/> No, and reasons for not:
I have discussed my complaint with this person's supervisor	<input type="radio"/> Yes Date(s) of conversation(s) <input type="radio"/> No, and reasons for not:
Please describe your complaint in detail. You may attach additional pages if necessary.	
Individual(s) who could supply additional information about the complaint:	Name: _____ Where they may be contacted: _____
What solution(s) are you seeking?	
<i>If confidentiality is requested, every effort will be made, but cannot be guaranteed, to respect the confidentiality request of the complainant, without compromising the rights of all other parties involved.            Please be advised that it is against the law and District policy for anyone to retaliate against someone who was involved in the investigation or the allegations. Therefore, we are reminding all parties not to retaliate, and please report to the Office of Personnel if you feel you have been subject to retaliation for your participation in this process.</i>	
Signature of Complainant: _____ Date: _____	
<i>This Complaint Form is provided in accordance with Board Policy 3120, Complaints Against School Employees, approved August 2022, by the Garden Grove Unified School District Board of Education.</i>	
<b>For Office Use Only</b>	
Date form was received:	
<b>Level 2 Resolution:</b>	
Signature of Level 2 Assistant Superintendent/Designee:	Date:
<b>Level 3 Resolution:</b>	
Signature of Level 3 Assistant Superintendent/Designee:	Date:

Reporting and Responding to Complaints of Discrimination/Harassment in Employment

A. Coordinator for Nondiscrimination and Title IX/Sexual Harassment Officer

The district has designated the following position as coordinator for nondiscrimination and Title IX/sexual harassment officer ("coordinator"):

Assistant Superintendent, Personnel Services  
10331 Stanford Avenue  
Garden Grove, CA 92840  
(714) 663 -6464

B. Procedures for Reporting and Responding to Reports of Discrimination/Harassment in Employment

1. Reporting Discrimination or Harassment

Reports of discrimination or harassment in employment should be made as soon as possible after the alleged conduct occurs, optimally within 30 days. Prompt reporting will enable the district to investigate the facts, determine the issues, and provide an appropriate remedy or disciplinary action. The district shall respond to reports of discrimination and harassment to the greatest extent possible, taking into account the amount of time that has passed since the alleged conduct occurred. Unreasonable delay in reporting may impede the district's ability to conduct an investigation and/or effect appropriate action, as well as both parties' legal rights.

2. Options for Resolution

Individuals reporting discrimination or harassment will be informed about options for resolving potential violations of the policy on nondiscrimination or the sexual harassment policy, whichever is applicable. These options will include procedures for Early Resolution and procedures for Formal Investigation.

Individuals reporting discrimination or harassment will be informed about the range of possible outcomes of the report, including interim protections, remedies for the individual harmed by the discrimination or harassment, and disciplinary actions that might be taken against the accused as a result of the report, including information about the procedures leading to such outcomes.

An individual who is subjected to retaliation (e.g., threats, intimidation, reprisals, or adverse employment action) for having reported discrimination or harassment in good faith, who assisted someone with a report of discrimination or harassment, or who participated in any manner in an investigation or resolution of a report of discrimination or harassment, may make a report of retaliation under these procedures.

3. Procedures for Early Resolution

The goal of Early Resolution is to resolve concerns at the earliest stage possible. Parties are encouraged to utilize Early Resolution options when they desire to resolve the situation cooperatively and/or when a Formal Investigation is not likely to lead to a satisfactory outcome. Early Resolution may include an inquiry into the facts, but typically does not include a formal investigation. Means for Early Resolution will be flexible and encompass a full range of possible appropriate outcomes. Early Resolution includes options such as mediating an agreement between the parties, separating the parties, referring the parties to counseling programs, negotiating an agreement for disciplinary action, conducting targeted educational and training programs, or providing remedies for the individual harmed by the discrimination or harassment.

Early Resolution also includes options such as discussions with the parties, making recommendations for resolution, and conducting a follow-up review after a period of time to assure that the resolution has been implemented effectively.

4010.1 Administrative Regulation (continued)

4010.1

While the district encourages early resolution of a complaint, the district does not require that parties participate in Early Resolution. Some reports of discrimination or harassment may not be appropriate for Early Resolution. The coordinator shall have the discretion to determine that Early Resolution is not appropriate.

4. Procedures for Formal Investigation

In response to reports of discrimination or harassment in cases where Early Resolution is inappropriate (such as when the facts are in dispute in reports of serious misconduct, or when reports involve individuals with a pattern of inappropriate behavior or alleged criminal acts such as physical assault) or in cases where Early Resolution is unsuccessful, the coordinator or his/her designee may conduct a Formal Investigation. In such cases, the individual making the report will be encouraged to file a written request for Formal Investigation. The wishes of the individual making the request will be considered, but are not determinative, in the decision to initiate a Formal Investigation. In cases where there is no written request, the coordinator may initiate a Formal Investigation after making a preliminary inquiry into the facts.

Formal Investigation of reports of discrimination or harassment includes the following:

- a. The individual(s) accused of conduct violating the district's policy on nondiscrimination or the sexual harassment policy are informed of the allegations.
- b. The investigation generally includes interviews with the parties if available, interviews with other witnesses as needed, and a review of relevant documents as appropriate. Disclosure of facts to parties and witnesses is limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation are advised that maintaining confidentiality is essential to protect the integrity of the investigation.
- c. Upon request, the complainant and the accused may each have a representative present when he or she is interviewed. Other witnesses may have a representative present at the discretion of the investigator.
- d. At any time during the investigation, the investigator may recommend that interim protections or remedies for the complainant or witnesses be provided by appropriate district officials. These protections or remedies may include separating the parties, placing limitations on contact between parties, or making alternative working arrangements. Failure to comply with the terms of interim protections may be considered a separate violation of the policy on nondiscrimination or the sexual harassment policy.
- e. The investigation shall be completed as promptly as possible and in most cases within 30 working days of the date the request for Formal Investigation was filed. This timeline may be extended for good cause.
- f. The investigator shall prepare a written report of his/her findings. The report shall include the decision and the reasons for the decision and shall summarize all the steps taken during the investigation. The report shall be presented to the superintendent or the designee. A summary of the report shall be presented to the complainant and the person accused. The report shall be redacted to protect the privacy of witnesses. If a determination has been made that discrimination or harassment occurred, the parties shall be informed as to the corrective action(s) that have been taken or will be taken to the extent such notice is consistent with the "privacy" provisions of this regulation.
- g. The complainant or the person accused may appeal any findings to the superintendent within 10 working days of receiving the summary of the investigator's findings. Upon receiving an appeal, the superintendent shall schedule a meeting with the person who filed the appeal as soon as practicable. The superintendent shall render his/her decision within 10 working days of the meeting.



**C. Privacy**

The district shall protect the privacy of individuals involved in a report of discrimination or retaliation to the extent required by law and district policy. A report of discrimination may result in the gathering of extremely sensitive information about individuals. While such information is considered confidential, laws regarding access to public records may require disclosure of certain information concerning a report of discrimination or harassment. In such cases, every effort will be made to redact the records to protect the privacy of individuals. An individual who has made a report of discrimination may be advised of sanctions imposed against the accused when the individual needs to be aware of the sanction in order for it to be fully effective (such as restrictions on communication or contact with the individual who made the report). However, information regarding disciplinary action taken against the accused will not be disclosed without the accused's consent, unless it is necessary to ensure compliance with the action or the safety of individuals.

**D. Confidentiality of Reports**

District employees, such as the coordinator, managers, and supervisors have an obligation to respond to reports of discrimination, harassment, and retaliation, even if the individual making the report requests that no action be taken. An individual's requests regarding confidentiality of reports of discrimination, harassment, or retaliation will be considered in determining an appropriate response; however, such requests will be considered in the dual contexts of the district's legal obligation to ensure a working and learning environment free from discrimination, harassment, and retaliation and the due process rights of the accused to be informed of the allegations and their source. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the district will comply with requests for confidentiality to the extent possible.

**E. Other Remedies**

In addition to filing a discrimination or harassment complaint with the district, an applicant or employee may also file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

- To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code Section 12960.
- To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s).
- To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier.

Ref: EC Sections 200-262.4  
Government Code Sections 12920-12921, 12840-12948  
Section 504 (Rehabilitation Act of 1973)  
United State Code, Title 20, Sections 1681-1688 United States Code, Title 29, Sections 621-634,794  
Approved: May 18, 1993  
Revised: July 1, 2000  
Revised: September 2, 2003  
Revised: August 17, 2004  
Revised: August 15, 2006  
Revised: May 2, 2008  
Revised: August 16, 2011

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
DISCRIMINATION/HARASSMENT/RETALIATION COMPLAINT FORM  
Instruction Sheet

Administrative Regulations

4010.1, 4012.1- <https://policy.ggusd.us/40101>

**INSTRUCTIONS FOR COMPLETING THE FORM:**

Print the form. Upon completion of the form, sign it and mail or deliver it to the address below. "Today's Date" refers to the date that you complete the form.

**FILING A DISCRIMINATION COMPLAINT**

The district prohibits discrimination and harassment of any person employed by or seeking employment with the district on the basis of actual or perceived race, color, ancestry, national origin, citizenship, ethnic group identification, religion, age (40 or older), marital status, pregnancy, sexual orientation, gender, gender identity, gender expression, physical or mental disability, medical condition (cancer related or genetic characteristics), genetic information (including family medical history), service in the uniformed services (as determined by the Uniformed Services Employment and Reemployment Act of 1994), or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. If you feel that you have been subjected to discrimination or harassment by your supervisor, co-worker(s), or anyone in the workplace, based on any of the above protected bases, or subjected to retaliation for engaging in a protected activity, please complete the following form and mail or deliver it to the Assistant Superintendent of Personnel Services, Coordinator for Nondiscrimination.

- (1) **Name of Complainant:** The name of the person who is filing the complaint.
- (2) **Status:** Indicate whether you are a certificated or classified employee, an applicant, former employee, or if you have another affiliation with the district.
- (3) **Complainant's Department:** If you are an employee, the department in which you work; if you are a former employee, the department in which you worked.
- (4) **Contact Information:** Provide the phone number(s), e-mail, and mailing address where you can be reached.
- (5a) Please check the appropriate box on the other side of this form to identify the basis for which you feel you have been subjected to discrimination, harassment, or retaliation:
- (5b) **Sexual Harassment:** If you feel that you have been sexually harassed, please check "Yes" in the appropriate box on the other side of this form.
- (5c) **Retaliation:** If you believe you have been retaliated against for engaging in a protected activity, such as filing a complaint of discrimination or harassment, please check "Yes" in the appropriate box on the other side of this form.
- (6) **Date(s):** (month, day, and year): Dates of alleged incident(s) of discrimination/harassment/retaliation.
- (7) **Complaint:** Be as specific as possible. Include the following information: name of individual(s) who discriminated against you, what happened, and why you believe the discrimination was related to any basis listed in section 5 (race, color, etc.). If you have any witnesses, please provide contact information. Attach additional sheets if necessary.
- (8) **Government Agency:** If you have filed a complaint with a government agency (DFEH, EEOC, etc.), check "Yes", the agency with which you filed, and provide the date you filed.
- (9) **Resolution:** What actions will resolve your complaint (e.g., training opportunity, cease the alleged behavior, etc.)?
- (10) **Signature:** Sign and mail or deliver the completed form to the address on the form.

Attach any additional documentation which supports your claim of discrimination/harassment/retaliation. Information and assistance in completing this Complaint Form may be obtained from the Assistant Superintendent of Personnel Services, Coordinator for Nondiscrimination, (714) 663-6464.

(over)

**GARDEN GROVE UNIFIED SCHOOL DISTRICT DISCRIMINATION/HARASSMENT/RETALIATION COMPLAINT FORM**

**1. Name of Complainant:** \_\_\_\_\_

**2. Check one:**  
 Certificated Employee                       Classified Employee                       Former Employee  
 Applicant     Other:  
 \_\_\_\_\_

**3. Complainant's Department (if employed at District):**  
 \_\_\_\_\_

**4. Contact Information:** Phone(s): \_\_\_\_\_ E-mail: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
 \_\_\_\_\_

**5. a. I believe I was subjected to**                       **discrimination**                       **harassment**                      **because of my:**  
 Race     Disability (physical or mental)                       Citizenship  
 Color     Sexual Orientation                       Marital Status  
 Age (40 and over)                       Sex (Gender)                       National Origin/Ancestry  
 Gender Identity                       Service in the Uniformed Services                       Gender Expression  
 Pregnancy                       Religion                       Ethnic Group Identification  
 Medical Condition (*cancer related or genetic characteristics*)  Genetic Information (*including family medical history*)  
 Other (please specify) \_\_\_\_\_

**b. I believe I have been sexually harassed**                       Yes                       No  
**c. I believe I have been retaliated against based on a protected activity**                       Yes                       No

**6. Date(s) of alleged discrimination/harassment/retaliation:** \_\_\_\_\_

**7. State your complaint: (Attach additional sheets if necessary)**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**8. a. Have you filed a complaint with a government agency regarding this situation?**     Yes                       No  
**b. If yes, please indicate agency name and date complaint was filed:**     DFEH                       EEOC                       Other:  
 Date Filed: \_\_\_\_\_

**9. What would you consider to be a successful or acceptable outcome/resolution to your complaint?**  
 \_\_\_\_\_  
 \_\_\_\_\_

**10. Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please mail or deliver completed form to:  
**Assistant Superintendent of Personnel Services**  
 Garden Grove Unified School District  
 10331 Stanford Avenue  
 Garden Grove, California 92840

Harassment on the Basis of an Individual's Sex - Certificated/Classified Employees

The Garden Grove Unified School District is committed to maintaining an educational, employment, and business environment free from harassment on the basis of an individual's sex. The district prohibits any form of sexual harassment of district employees or applicants by any person.

Sexual harassment, as defined and otherwise prohibited by state and federal statutes, constitutes an unlawful form of sex discrimination.

Any employee or applicant for employment who feels that he/she or another individual in the district is being subjected to sexual harassment should immediately contact his/her supervisor, principal, or the assistant superintendent of personnel services, the district Title IX/sexual harassment officer. Employees should report any incidents they may observe even if the harassed employee has not complained. Complaints of sexual harassment shall be filed in accordance with Administrative Regulation 4010.1.

Any supervisor who receives a harassment complaint shall report the complaint to the assistant superintendent of personnel services who will immediately log the complaint and ensure the procedures for reporting and responding to reports of discrimination/harassment are followed.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be kept confidential to the extent possible within legal constraints, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

Any district employee who engages or participates in prohibited discrimination or harassment, or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior, shall be in violation of this policy and shall be subject to disciplinary action, up to and including dismissal.

The district encourages complainants to file their alleged charge(s) of sexual harassment with the district. However, complainants are not prohibited from submitting their complaint(s) directly to the Department of Fair Employment and Housing (DFEH). The address and telephone number of the local office of the DFEH is as follows:

Department of Fair Employment and Housing  
2101 East 4th St., Suite 225-B  
Santa Ana, CA 92705  
(714) 558-4266

Ref: EC Sections 200-231.5

Government Code Sections 12900-12940, et seq. 34 CFR 106.9

Title VII (Civil Rights Act of 1964 as amended, 42 USC §2000(d) (e), et. seq.) Title IX (Educational Amendments Act of 1972, 42 USC §1681, et seq.)

Adopted: June 1, 1976  
Revised: August 27, 1979  
Revised: November 20, 1984  
Reviewed: March 4, 1986  
Revised: April 18, 1989  
Revised: May 2, 1989  
Revised: May 18, 1993  
Reviewed: July 1, 2000  
Revised: September 2, 2003  
Revised: August 17, 2004  
Revised: May 2, 2008  
Revised: August 16, 2011  
Revised: May 15, 2012

Harassment on the Basis of an Individual's Sex - Certificated/Classified Employees

Definition: Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting, when:

- (a) Submission to such conduct is either explicitly or implicitly made a term or condition of an individual's employment;
- (b) Submission to or rejection of such conduct by an individual is used as the basis of an employment decision affecting such individual;
- (c) Such conduct unreasonably interferes with an individual's work performance or of creating creates an intimidating, hostile, or offensive work or educational environment;
- (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the district.

In determining whether the reported conduct constitutes sexual harassment, consideration shall be given to the record of the conduct as a whole and to the totality of the circumstances, including the context in which the conduct occurred.

Examples: If sufficiently severe or pervasive, the following conduct, whether committed by a supervisor, other employee, or non-employee, may constitute sexual harassment:

- (a) Unwelcome leering, sexual flirtations or propositions.
- (b) Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
- (c) Unwelcome graphic verbal comments about an individual's body, overly personal conversations, or pressure for sexual activity.
- (d) Unwelcome sexual jokes, notes, stories, drawings, pictures, gestures, graffiti, or sexually explicit e-mails.
- (e) Unwelcome sexual rumors.
- (f) Unwelcome touching an individual's body or clothes in a sexual way, massaging, grabbing, fondling, stroking, or brushing the body.
- (g) Unwelcome cornering, blocking, leaning over, or impeding normal movements.
- (h) Unwelcome displays of sexually suggestive objects in the educational or work environment.
- (i) Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Notifications: The district's policy on sexual harassment in employment shall:

- (a) Be displayed in a prominent location near each school principal's office.
- (b) Be provided to each employee at the beginning of the first quarter or semester of the school year, or whenever a new employee is hired.
- (c) Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures, and standards of conduct.
- (d) All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing or a copy of district information sheets that contain, at a minimum, components on:
  - (1) The illegality of sexual harassment.
  - (2) The definition of sexual harassment under applicable state and federal law.
  - (3) A description of sexual harassment, with examples.
  - (4) The district's complaint process available to the employee.
  - (5) The legal remedies and complaint process available through the Department of Fair Employment and Housing.
  - (6) Directions on how to contact the California Department Fair Employment and Housing.
  - (7) The protection against retaliation for opposing unlawful harassment, filing a complaint, or participating in the complaint process.

Responsibility:

Each principal and supervisor has the responsibility of maintaining an educational and work environment free of sexual harassment. This responsibility includes discussing the district's sexual harassment policy with his/her employees and assuring them that they are not required to endure sexually insulting, degrading, or exploitative treatment or any other form of sexual harassment.

Any employee having knowledge of conduct by another employee, volunteer, student, or individual in the school community which may constitute sexual harassment is required to immediately report such conduct to any of the individuals specified in this administrative regulation.

Employees are hereby placed on notice that if an employee engages in acts which the district determines to be acts of sexual harassment, such acts are outside of the scope and course of the employee's employment. Such conduct may result in the employee having to obtain his or her own legal counsel, and sexual harassment or unlawful discrimination may result in a money judgment against the employee personally.

Private, personal, consensual conduct may at some point become unwelcome. Any employee advised that a fellow employee now believes certain conduct to be unwelcome shall cease such conduct immediately. Any conduct of a sexual nature following such notice may be determined to be sexual harassment. Employees who participate in a consensual relationship, and who at some point wish to discontinue the relationship, should tell the other participant, either verbally or in writing, that the conduct is no longer consensual or welcome and therefore all such conduct must cease.

4012.1 Administrative Regulation (Continued)

4012.1

All employees shall cooperate with any investigation of an alleged act of sexual discrimination/harassment conducted by the district or by an appropriate state or federal agency. No employee of the district shall take any action to discourage anyone from reporting any incidents of sexual discrimination or harassment.

Training:

Every two years, supervisory employees shall receive at least two hours of classroom or other effective training and education regarding sexual harassment in accordance with Government Code section 12950.1 and 2 Cal. Code Regs. 7288 et seq. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position.

Ref: EC Sections 200-231.5

Government Code Sections 12900-12940, et seq. 34 CFR 106.9

Title VII (Civil Rights Act of 1964 as amended, 42 USC §2000(d) (e), et. seq.) Title IX (Educational Amendments Act of 1972, 42 USC §1681, et seq.)

*Meritor Savings Bank v. Vinson, 447 U.S. 57 (1986)*

*Franklin v. Gwinnett County Schools, 503 U.S. 60 (1992)*

*Harris v. Forklift Systems, 510 U.S. 17 (1993)*

*Burlington Industries, Inc. v. Ellerth, 524 U.S. 742 (1998) Faragher v. City of*

*Boca Raton, 524 U.S. 775 (1998)*

*Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998) Clark County v.*

*Breeden, 121 S.Ct. 1508 (2001)*

Approved: February 3, 1977

Revised: August 27, 1979

Revised: March 4, 1986

Revised: July 1, 1988

Revised: April 18, 1989

Revised: May 2, 1989

Revised: May 18, 1993

Revised: July 1, 2000

Revised: September 2, 2003

Revised: August 17, 2004

Revised: May 2, 2008

Revised: August 16, 2011

Revised: May 15, 2012

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
DISCRIMINATION/HARASSMENT/RETALIATION COMPLAINT FORM  
Instruction Sheet

Administrative Regulations

4010.1, 4012.1- <https://policy.ggusd.us/40101>

**INSTRUCTIONS FOR COMPLETING THE FORM:**

Print the form. Upon completion of the form, sign it and mail or deliver it to the address below. "Today's Date" refers to the date that you complete the form.

**FILING A DISCRIMINATION COMPLAINT**

The district prohibits discrimination and harassment of any person employed by or seeking employment with the district on the basis of actual or perceived race, color, ancestry, national origin, citizenship, ethnic group identification, religion, age (40 or older), marital status, pregnancy, sexual orientation, gender, gender identity, gender expression, physical or mental disability, medical condition (cancer related or genetic characteristics), genetic information (including family medical history), service in the uniformed services (as determined by the Uniformed Services Employment and Reemployment Act of 1994), or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. If you feel that you have been subjected to discrimination or harassment by your supervisor, co-worker(s), or anyone in the workplace, based on any of the above protected bases, or subjected to retaliation for engaging in a protected activity, please complete the following form and mail or deliver it to the Assistant Superintendent of Personnel Services, Coordinator for Nondiscrimination.

- (5) **Name of Complainant:** The name of the person who is filing the complaint.
- (6) **Status:** Indicate whether you are a certificated or classified employee, an applicant, former employee, or if you have another affiliation with the district.
- (7) **Complainant's Department:** If you are an employee, the department in which you work; if you are a former employee, the department in which you worked.
- (8) **Contact Information:** Provide the phone number(s), e-mail, and mailing address where you can be reached.
- (5a) Please check the appropriate box on the other side of this form to identify the basis for which you feel you have been subjected to discrimination, harassment, or retaliation:
- (5b) **Sexual Harassment:** If you feel that you have been sexually harassed, please check "Yes" in the appropriate box on the other side of this form.
- (5c) **Retaliation:** If you believe you have been retaliated against for engaging in a protected activity, such as filing a complaint of discrimination or harassment, please check "Yes" in the appropriate box on the other side of this form.
- (11) **Date(s):** (month, day, and year): Dates of alleged incident(s) of discrimination/harassment/retaliation.
- (12) **Complaint:** Be as specific as possible. Include the following information: name of individual(s) who discriminated against you, what happened, and why you believe the discrimination was related to any basis listed in section 5 (race, color, etc.). If you have any witnesses, please provide contact information. Attach additional sheets if necessary.
- (13) **Government Agency:** If you have filed a complaint with a government agency (DFEH, EEOC, etc.), check "Yes", the agency with which you filed, and provide the date you filed.
- (14) **Resolution:** What actions will resolve your complaint (e.g., training opportunity, cease the alleged behavior, etc.)?
- (15) **Signature:** Sign and mail or deliver the completed form to the address on the form.

Attach any additional documentation which supports your claim of discrimination/harassment/retaliation. Information and assistance in completing this Complaint Form may be obtained from the Assistant Superintendent of Personnel Services, Coordinator for Nondiscrimination, (714) 663-6464.

(over)



**GARDEN GROVE UNIFIED SCHOOL DISTRICT DISCRIMINATION/HARASSMENT/RETALIATION COMPLAINT FORM**

**11. Name of Complainant:** \_\_\_\_\_

**12. Check one:**  
 Certificated Employee                       Classified Employee                       Former Employee  
 Applicant     Other: \_\_\_\_\_

**13. Complainant's Department (if employed at District):** \_\_\_\_\_

**14. Contact Information:** Phone(s): \_\_\_\_\_ E-mail: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

**15. a. I believe I was subjected to**

<input type="checkbox"/> Race	<input type="checkbox"/> discrimination	<input type="checkbox"/> harassment	<b>because of my:</b>
<input type="checkbox"/> Color	<input type="checkbox"/> Disability (physical or mental)	<input type="checkbox"/> Citizenship	<input type="checkbox"/> Marital Status
<input type="checkbox"/> Age (40 and over)	<input type="checkbox"/> Sexual Orientation	<input type="checkbox"/> National Origin/Ancestry	<input type="checkbox"/> Gender Expression
<input type="checkbox"/> Gender Identity	<input type="checkbox"/> Sex (Gender)	<input type="checkbox"/> Service in the Uniformed Services	<input type="checkbox"/> Ethnic Group Identification
<input type="checkbox"/> Pregnancy	<input type="checkbox"/> Religion	<input type="checkbox"/> Medical Condition ( <i>cancer related or genetic characteristics</i> )	<input type="checkbox"/> Genetic Information ( <i>including family medical history</i> )
<input type="checkbox"/> Other (please specify) _____			

**d. I believe I have been sexually harassed**                       Yes                       No

**e. I believe I have been retaliated against based on a protected activity**                       Yes                       No

**16. Date(s) of alleged discrimination/harassment/retaliation:** \_\_\_\_\_

**17. State your complaint: (Attach additional sheets if necessary)**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**18. a. Have you filed a complaint with a government agency regarding this situation?**     Yes                       No

**b. If yes, please indicate agency name and date complaint was filed:**     DFEH                       EEOC                       Other:

Date Filed: \_\_\_\_\_

**19. What would you consider to be a successful or acceptable outcome/resolution to your complaint?**  
 \_\_\_\_\_  
 \_\_\_\_\_

**20. Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please mail or deliver completed form to:  
**Assistant Superintendent of Personnel Services**  
**Garden Grove Unified School District**  
**10331 Stanford Avenue**  
**Garden Grove, California 92840**

## **BULLYING AND CYBERBULLYING**

5141

### GARDEN GROVE UNIFIED SCHOOL DISTRICT BOARD POLICY

5141

A. General Provisions

The Garden Grove Unified School District is committed to a safe school environment free from bullying, cyberbullying, discrimination, harassment, and intimidation consistent with state and federal law. Such prohibited conduct can best be combatted and prevented with effective strategies that involve pupils, parents, and school employees in collaborative efforts to teach tolerance and ensure equal educational opportunities for all.

B. Applicability

This policy applies to all district students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the district superintendent.

C. Definition

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Education Code sections 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Examples of bullying/cyberbullying include but are not limited to:

- Direct physical contact, such as hitting or shoving;
- Threats to harm another person;
- Oral or written assaults, such as teasing or name-calling;
- Social isolation or manipulation;
- Posting harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, including social networking sites;
- Posting or sharing false or defamatory information about another person;
- Posting or sharing information about another person that is private;
- Pretending to be another person on a social networking site or other electronic communication in order to damage that person's reputation or friendships;
- Posting or sharing photographs of other people without their permission;
- Spreading hurtful or demeaning materials created by another person (e.g., forwarding offensive e-mails or text messages);
- Retaliating against someone for complaining that they have been bullied.

“Electronic act” means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager, or a communication (EC 48900 2A). Impersonating a person through electronic means for purposes of harming, intimidating, threatening, bullying, or defrauding a person is a violation of Penal Code 528.5-529.

“Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

D. Prohibition Against Bullying and Cyberbullying

The district prohibits bullying and cyberbullying as defined in this policy. This includes, but is not limited to, discrimination, harassment, intimidation, and bullying/cyberbullying based on the actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, sex, color, status of ancestry, immigration status, or association with a group or groups with one or more of the aforementioned characteristics, or any characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Discrimination is also prohibited based on a person’s association with a person or group with one or more of these actual or perceived characteristics.

E. Duties and Responsibilities of School Employees

If school personnel witness an act of discrimination, harassment, intimidation, or bullying/cyberbullying, he or she shall take immediate steps to intervene when safe to do so.

F. Reporting and Investigating Complaints, Complaint Officer

The district has designated the following position as coordinator for non- discrimination of students (“coordinator”) pursuant to this policy to receive and investigate complaints regarding discrimination, harassment, intimidation, or bullying/cyberbullying:

Assistant Superintendent of K-12 Educational Services  
10331 Stanford Avenue  
Garden Grove, CA 92840  
(714) 663-6143

1. Any employee who has knowledge of bullying/cyberbullying, intimidation, harassment, or discrimination shall inform the school principal of the concern as soon as possible. The school principal shall notify the district coordinator within 24 hours. Students who have knowledge of bullying, intimidation, harassment, or discrimination are encouraged to inform a teacher or school administrator as soon as possible.
2. Notification of the complaint shall be made to the parents of the reported victim, the parents of the alleged perpetrator, and, if appropriate, to law enforcement officials. The victim, perpetrator, and others may be referred to counseling or other social services, as appropriate.
3. Students and parents may make such complaints anonymously by calling the district coordinator at the number above. Anonymous reports must provide sufficient corroborating evidence to justify the commencement of an investigation. Because of the inability to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

4. Formal complaints subject to this policy shall be received and investigated pursuant to Administrative Regulation 3119.1 – Uniform Complaint Procedures. The procedures shall be followed by all district schools
5. The district coordinator shall maintain documentation of complaints filed under this policy and their resolution for a minimum of one California Department of Education Federal Program Monitoring review cycle.
6. The district prohibits retaliation against any individual who complains, testifies, assists, or in any way participates in the district's complaint procedures instituted pursuant to this policy.

G. Free Speech Protection

This policy shall not be construed to limit pupil rights to free speech as protected by the United States Constitution, the California Constitution, Education Code sections 48907 and 48950, and other applicable law.

H. Confidentiality

The identity of a complainant alleging bullying/cyberbullying, intimidation, harassment, or discrimination shall remain confidential as appropriate within the dual contexts of the district's legal obligation to ensure a learning environment free from discrimination, harassment, intimidation, and bullying/cyberbullying and the right of the accused to be informed of the allegations. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the district will comply with requests for confidentiality to the extent possible.

I. Disciplinary Consequences

Students who violate this policy may be subject to discipline, including suspension, transfer, and/or expulsion, pursuant to the district's discipline policies, administrative regulations, and procedures.

J. Notifications

The district shall publicize this policy, including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board, and the general public. The information shall be translated pursuant to Education Code section 48985. This policy shall be posted in all schools and offices, including staff lounges and pupil government meeting rooms.

Ref: EC Sections 201(g), 220, 234.1, 46600(b), 48900(r), 48907, 48950, 48985  
Penal Code Section 422.55

Adopted: May 15, 2012

Revised: August 17, 2021

## SECTION 5- EMERGENCY RESPONSE PLAN



## **EMERGENCY INFORMATION**

### **DISTRICT EMERGENCY OPERATION CENTER**

MAIN NUMBER (714) 663-6133

SECONDARY NUMBER (714) 663-6391

DISTRICT EMERGENCY RADIO (Primary Channel) 1

### **MAINTENANCE AND OPERATIONS DEPARTMENT**

MAIN NUMBER (714) 663-6185

#### DISTRICT ACTIVATION LEVELS

Level 3- Full Scale Activation of District EOC

Level 2- Partial Activation of District EOC

Level 1- Minimal/Standby Activation

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### **LOCAL EMERGENCY TELEPHONE NUMBERS**

Garden Grove Police Department	(714) 741-5003
Fountain Valley Police Department	(714) 593-4484
Santa Ana Police Department	(714) 834-4211
Stanton – OC Sherriff	(714) 647-7000
Westminster Police Department	(714) 897-2511
California Highway Patrol	(714) 892-4426

### **NON-EMERGENCY POLICE DEPARTMENT INFO**

Garden Grove Police Department	(714) 741-5704
Fountain Valley Police Department	(714) 593-4485
Santa Ana Police Department	(714) 245-8665
Westminster Police Department	(714) 898-3315 x 1301
Sheriff's Department	(714) 647-7000

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### **UTILITY EMERGENCY TELEPHONE NUMBERS**

Garden Grove Water Services District	(714) 741-5395
City of Garden Grove Water	(714) 741-5078
Electrical Company Power Outages	(800) 611-1911
Natural Gas Emergency Number	(800) 427-2200

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### **CITY OF GARDEN GROVE- EMERGENCY INFORMATION**

Emergency Broadcasts	(KWVE) 107.9 FM
Garden Grove Community Television	(GGTV) Channel 3

## **GENERAL INFORMATION**

The GGUSD is a Local Education Agency, a public agency by California Government Code, within the County of Orange. Per regulations and procedures of the Federal Emergency Management Agency and the state Office of Emergency Services, the GGUSD is considered a “Local Government” agency and is required to establish emergency response plans, multi-agency coordination, and Emergency Operations Center (EOC) management consistent with SEMS/NIMS guidelines. This plan is based on the Local Government requirements of SEMS/NIMS guidelines and integrated with cities within the district, the County OES and the County Office of Education (COE). The GGUSD must notify the affected cities and Orange County EOC whenever the GGUSD EOC is activated.

The Garden Grove Unified School District (GGUSD) is a local education agency. It is self-governing, with its own elected Governing Board. The GGUSD has statutory powers and requirements under California (state) law. The GGUSD administrative offices are located at 10331 Stanford Ave., Garden Grove, CA 92840. The district’s Maintenance Center is at 11852 Knott St., Garden Grove, CA 92841.

### **Operational Area**

The Operational Area (OA) is the County of Orange and all its political subdivisions, including school districts. In Orange County, the county has been designated as the OA Coordinator. Operational Area procedures and plans are developed by the Orange County Emergency Management Organization (OCEMO). OCEMO is comprised of all jurisdictions in Orange County, including special districts and disaster-related organizations. The GGUSD is part of the OCEMO schools’ subcommittee, which meets at the Orange County Department of Education.

The OA is responsible for:

- Coordinating information, resources, and priorities between regional and local governments.
- Using multi-agency or inter-agency coordination to carry out decisions for overall OA level emergency response activities.

### **Legal Requirements: Authorities and References**

The following are brief summaries of emergency crisis related Education Codes and Government Codes you should be familiar with. Review the entire citation for specific requirements.

#### **California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code)**

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

#### **California Government Code (Section 3100, Title 1, Division 4, Chapter 8)**

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term “public employees” includes all persons employed by the state or any other county, city, city and county, state agency or public district, excluding aliens legally employed. The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees’ Workers’ Compensation Coverage becomes the responsibility of state government, Office of Emergency Services, but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

**Petris Bill (Section 8607 of the California Government Code)**

This law requires that state and local government including special districts (i.e.: schools) be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). SEMS must also be used in school planning, training, and exercising (California Code of Regulation 2400-2450).

SEMS requires that each organization understands and uses the following:

- The Incident Command System, a method of organizing any emergency response effort into five basic functions: command, planning/intelligence, operations, logistics, and finance/administration.
- An Emergency Operations Center (or Incident Command Post in the field), the staff of which is organized according to the same five functions as the Incident Command System.
- Coordination of the school district Emergency Operations Center with the Operational Area (county) Emergency Operations Center, or with city Emergency Operations Centers and/or county Offices of Education, as needed.
- Incorporation of SEMS into all school plans, training, and exercises.
- Documentation of the use of SEMS in planning, training, exercising, and during an actual emergency.

**California Civil Code, Chapter 9, Section 1799.102**

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

**Katz Act (Sections ~ 35295-35297) of the California Education Code**

This law applies to the governing boards of public and/or private elementary and high schools that have school buildings with over 50 students or more than one classroom, and to all county school superintendents. In 1988, the legislature amended the law to require that training in earthquake preparedness procedures should be for both certified and classified staff. The law requires that schools do the following:

- Develop a disaster plan to maintain the safety and care of students and staff. The plan should outline emergency roles, define procedures for students and staff, and provide appropriate, ongoing training for all employees and students.
- Conduct periodic drills in "drop and cover" procedures, the evacuation procedure, and other emergency response actions (such as search and rescue, communication, and damage assessment) to train students and staff. Simple drills should be held once a quarter in elementary schools and once a semester in secondary schools; more complicated drills should be held once or twice a year.
- Provide training programs to ensure that staff and students are aware of, and properly trained to follow, your plan and the emergency response procedures.
- Be prepared to have your school serve as a possible public shelter for the community during disasters or emergencies.
- Take mitigation measures now to ensure the safety of students and staff, and the viability of the school facility during and after an earthquake or other emergency.



**California Emergency Plan**

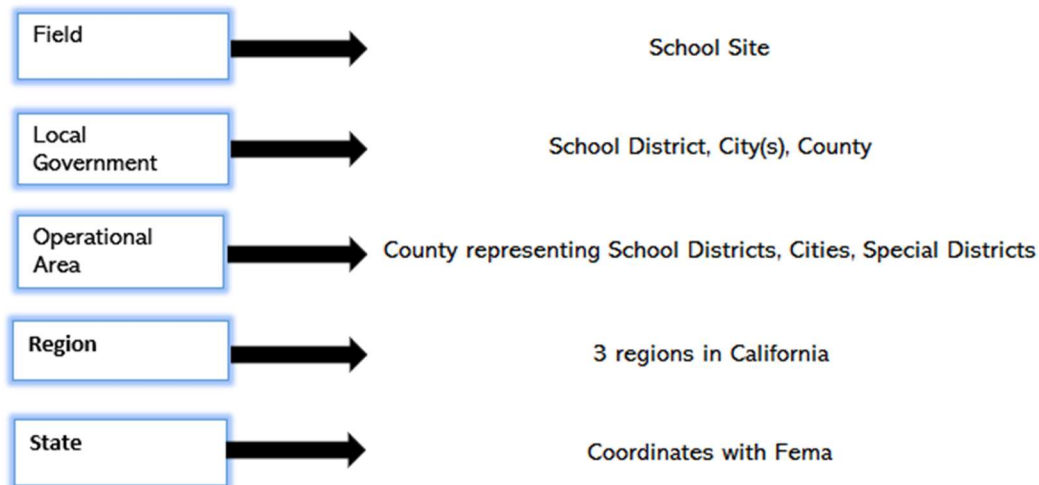
Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "... the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

## **INCIDENT COMMAND SYSTEM (ICS) STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)**

In compliance with Federal regulations and California statute, the Garden Grove Unified School District uses the National Incident Management System (NIMS) in its emergency plans and procedures. All Garden Grove Unified School District disaster plans are based on the Incident Command System (ICS) - a nationwide standard and a component of the Standardized Emergency Management System (SEMS).

Established on March 1, 2004, by Homeland Security Presidential Directive 5 (HSPD-5), NIMS specifies the standardized methods all emergency responders should follow to plan, coordinate and carry out responses to a variety of emergency incidents. It allows schools and local agencies to jointly manage incidents, regardless of their causes, sizes, locations or complexities. Local jurisdictions, including school districts that receive Federal emergency preparedness funding, are required to comply with the NIMS.

SEMS is the system required by California Government Code Section 8607(a) for managing emergencies involving multiple jurisdictions and agencies. All state government agencies must use SEMS when responding to multi-jurisdictional or multi-agency emergencies. All local government agencies must use SEMS in multi-jurisdictional or multi-agency emergency responses to be eligible for state reimbursement of response-related personnel costs.



ICS, a component of NIMS and SEMS, is a management system designed to enable effective and efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure (e.g., the School's ICS Organizational Structure).

### MAJOR CONCEPTS/COMPONENTS

- Every emergency, no matter how large or small, requires that certain tasks be performed.
- Every incident will need a person in charge.
- Span of control - no one person should be in charge of more than 7 people or less than 3 (the optimum number is 5) **[Note: this does not apply to Student Supervision.]**
- Every incident needs an action plan (oral or written) to provide all incident supervisory personnel with appropriate direction for further actions - evaluate total situation, understand district policy, set priorities, determine objectives, select appropriate strategies, assign resources, and monitor performance. This is Management by Objectives and takes place on every incident regardless of size or complexity.
- Each person within the organization has an assignment and reports to no more than one supervisor at a time - **Unity of Command.**
- Common terminology:

- ✓ All teachers and staff in the school/district should use the same words to refer to the same situation.
- ✓ This terminology should be known before a disaster.
- ✓ This is one of the most important reasons to use ICS. If and when the fire department or other responding agencies come on campus, they'll interface more effectively with the school district's command structure if similar jobs are described with similar wording.

### **CALIFORNIA GOVERNMENT CODE § 3100**

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 and/or emergency service activities as may be assigned to them by their superiors or by law.

### **COMMUNICATION INFRASTRUCTURE IN THE GARDEN GROVE UNIFIED SCHOOL DISTRICT**

- In the event of an activation, communication between the District EOC and schools will be established using the below communication systems:
  - ✓ Telephone (**preferred**) - Communication using the published EOC emergency number.
  - ✓ District Emergency Radio (**preferred**) - North; South; West; East Repeaters.
  - ✓ Runner (**option**) - Physically send a messenger to the District EOC.
  - ✓ High Schools (**option**) - Communication on high school day-to-day radio frequency.
  - ✓ OC Access Radio (**extreme emergency**) - When no other communication is available.

### **HOW ICS FUNCTIONS IN THE GARDEN GROVE UNIFIED SCHOOL DISTRICT**

- All sites (school/district) use ICS as a basis for their organizational structure. The District EOC Plan contains detailed response and management procedures for continuity to manage the disaster/emergency.
- One person in charge - Incident Commander at the school and district office. This top-level person works closely with their Command Staff and General Staff (the Section Chiefs).
- A Section Chief oversees and coordinates the activities of each of the four ICS Sections - Operations, Planning/Intelligence, Logistics, and Finance/Administration.
- A clearly defined chain of command is in place in advance of any emergency and is supported by appropriate training.
- The Incident Commander or their designee communicates directly with the District's EOC.

### **ICS POSITIONS**

- **Incident Commander** at the schools and/or district office - an emergency requiring constant management from the Command Post. This means that the Incident Commander doesn't leave the Command Post without delegating someone to take over. The Incident Commander will constantly:
  - ✓ Assess the situation/Know what resources are available
  - ✓ Determine a strategy for implementing the plan to handle the incident
  - ✓ Monitor how well (or poorly) the plan is working
  - ✓ Ensure that policy, objective and priorities are known to all involved
  - ✓ Adjust the plan to meet the realities of the situation
  - ✓ Make sure that the response is being fully documented - for legal and financial reasons
  - ✓ If appropriate to the situation - no other qualified person is available - act as Safety Officer to make sure that the safety of students/staff and others on the site is the highest priority. The Incident

Commander is to coordinate all response activities through the Section Chiefs. The Incident Commander is to stand back and keep hands off. His/her role is managing from the Command Post.

- **District Public Information Officer (PIO)** - The District's Public Information Officer (PIO) or their designee are the only people authorized to speak for the District. Schools should refer media inquiries to the District's PIO.
- **School Information Officer (SIO)** - The primary job of the School Information Officer is to provide parents and guardians with essential school related information (i.e., unification location, parking, student release information, etc.) The SIO may gather confidential news worthy information and pass this information to the District's PIO. The SIO is not responsible for issuing media press releases.
- **Section Chiefs** - These positions comprise the General Staff. In addition to supervising their sections, they work closely with the Incident Commander to develop and carry out incident objectives.

**Note: Collection of the required forms to document the disaster/emergency is the responsibility of the Section Chiefs. While the necessary forms are contained in the GGUSD Comprehensive School Safety and Emergency Plan, nothing shall prohibit a school from implementing similar reporting forms that are unique to their specific campus.**

- **Operation Section** - Includes all of the emergency response jobs. These are the **"DOERS."**
  - Search and Rescue
  - Utility Shut-Off
  - Damage Assessment
  - Fire Suppression
  - Security
  - First Aid/Medical/Preservation
  - Student Supervision
  - Crisis Intervention
  - Student Release
- **Planning/Intelligence Section** - Keeps track of resources available or needed, assesses the situation, anticipates changing situations and needs, documents the response, and manages the large site map at the Command Post. These are the **"THINKERS."**
  - Campus Map (plotting map)
  - Recorder/Incident Log/Reports
  - Communication
  - Radio/Telephone Communication Team
  - Runners
- **Logistics Section** - How things get done (the person power, personnel/student resources, supplies, and equipment). These are the **"GETTERS."**
  - Student/Staff Status
  - Supply/Procurement/Equipment Services
  - Convergent Volunteers/Resource Pool
  - Support Teams
- **Finance/ Administration Section** - Includes timekeeping of response workers during the disaster response and recovery phases, buying things and keeping comprehensive financial records, maintaining/managing all recovery records. These are the **"PAYERS."**
  - Timekeeping
  - Purchasing/Procurement
  - Recovery Records Management

## **COMMAND POST**

- **Location** - The Command Post is located so that the full Emergency Assembly Area is in view. Ensure the Command Post is close to the outside disaster supply container but far enough away from students, medical treatment area, student check-in and release gate(s).
  
- **Responsibilities**
  - Institute Incident Command System (ICS)
  - Assess type and scope of emergency
  - Determine threat to human life and structures
  - Determine need for site evacuation and take appropriate action
  
- **Positions Stationed at Command Post**
  - Incident Commander
  - Planning and Intelligence
    - Recorder/Incident Log
    - Campus Map
    - Communications
    - Radio/Telephone Communication
    - Student/Staff Status
  - Logistics (may also be located adjacent to supply area if needed)
  
- **Ancillary Teams** - These positions (if applicable) are located immediately adjacent to the Command Post so that they can be quickly accessed
  - Supply/Procurement/Equipment/Services
  - School Information Officer
  - Liaison Officer
  - Section Chiefs
  - Runners
  - Convergent Volunteers/Resource Pool
  - Unassigned District Personnel
  - Search & Rescue
  - Timekeeper

## COMMAND TEAM

(Includes Planning/Intelligence, Logistics, School Information/Liaison, Finance)

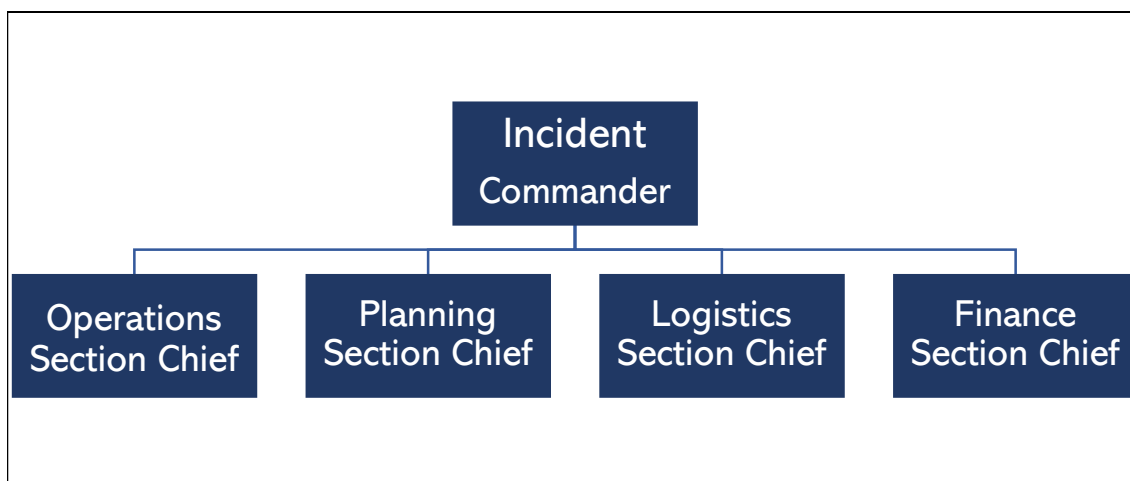
### A. Duties and Procedures

1. Coordinate all personnel and operations.
2. Assign all emergency personnel or reassign as injuries or absences dictate.
3. Liaison with all off campus organizations including Red Cross personnel on scene, police, fire and emergency personnel on scene. Media referred to the District's PIO.
4. Communicate situation to the district on a regular basis.
5. Maintain log of actions during emergency.

### B. Procedures - Emergency Phase

1. Document all actions taken with timeline, including appropriate reports.
2. Assess type and scope of emergency.
3. Determine threat to personnel and structures.
4. Provide list of missing students/personnel to Search and Rescue from Accountability Reports.
5. Determine need for evacuation and take appropriate action.
6. Establish location of Command Post.
7. Determine what emergency teams need to be activated.
8. Notify district office of emergency and keep updated on a regular basis including:
  - a. Number injured and extent of injuries
  - b. Type and extent of damage to buildings
  - c. Actions being taken by emergency teams and outside agencies
  - d. List of actions being performed by outside agencies
  - e. Assistance requested from District EOC
  - f. Establish time of next update
9. Make periodic reports of confirmed information to students and staff.
10. Refer requests for assistance to appropriate emergency teams, including list and last known location of missing to search teams from Accountability Reports.
11. Authorize Student Release Team to begin releasing students to parents.

## INCIDENT COMMAND SYSTEM DIAGRAM



## INCIDENT COMMANDER

The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations. Ensure the safety of students, staff, and others on campus.

Duties and Procedures:

<p><b>Start-Up Actions</b></p>	<ul style="list-style-type: none"> <li>▪ Obtain your personal safety equipment (i.e., hard hat, ICS vest, clipboard with job description sheet).</li> <li>▪ Assess the type and scope of emergency.</li> <li>▪ Determine the threat to human life and structures.</li> <li>▪ Implement the emergency plan and hazard-specific procedures.</li> <li>▪ Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives.</li> <li>▪ Activate functions and assign positions as needed.</li> </ul>
<p><b>Operational Duties</b></p>	<ul style="list-style-type: none"> <li>▪ Continue to monitor and assess the total school situation:             <ul style="list-style-type: none"> <li>✓ View the site map periodically for search and rescue progress and damage assessment information.</li> <li>✓ Check with chiefs for periodic updates.</li> <li>✓ Reassign personnel as needed.</li> </ul> </li> <li>▪ Report (through Communications) to the District EOC on the status of students, staff, and facility, as needed (Site Status Report).</li> <li>▪ Develop and communicate revised incident action plans as needed.</li> <li>▪ Begin student release when appropriate. <b>NOTE: No student should be released until student accounting is complete.</b> Never send students home before the end of the regular school day unless directed by the superintendent, except at the request of parent/guardian.</li> <li>▪ Refer media inquiries to District Public Information Officer.</li> <li>▪ <u>Utilize your backup Incident Commander</u>; plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post.</li> <li>▪ Plan regular breaks for all staff and volunteers. Take care of your caregivers!</li> <li>▪ Release staff as appropriate (<b>By law, during a disaster, teachers become disaster workers.</b>)</li> <li>▪ Remain on and in charge of your campus until redirected or released by the superintendent.</li> </ul>
<p><b>Closing Down</b></p>	<ul style="list-style-type: none"> <li>▪ Authorize deactivation of sections when they are no longer required.</li> <li>▪ At the direction of the Superintendent/designee, deactivate the entire emergency response. If the fire department or other outside agency calls an all clear, contact the District EOC (if activated) before taking any further action.</li> <li>▪ Ensure that any open actions <u>not yet</u> completed will be taken care of after deactivation.</li> <li>▪ Ensure the return of all equipment and reusable supplies to Logistics.</li> <li>▪ Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Finance/ Administration Section.</li> <li>▪ Announce the termination of the emergency and proceed with recovery operations, if necessary.</li> </ul>

## OPERATIONS SECTION CHIEF

The Operations Chief manages the direct response to the disaster, which can include:

- Student Release
- Search and Rescue
- First Aid/Medical/Preservation
- Crisis Intervention
- Student Supervision
- Damage Assessment/Security/Utility Shut-Off/Fire Suppression

Duties and Procedures:

<b>Start-Up Actions</b>	<ul style="list-style-type: none"> <li>▪ Check in with the Incident Commander for a situation briefing.</li> <li>▪ Obtain necessary equipment and supplies from Logistics. Put on ICS vest with position identifier.</li> </ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"> <li>▪ Assume the duties of all operations positions until staff are available and assigned.</li> <li>▪ As staff members are assigned, brief them on the situation, and supervise their activities.</li> <li>▪ If additional supplies or staff are needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed.</li> <li>▪ Coordinate Search &amp; Rescue operations if it is safe to do so. Appoint an S&amp;R Team Leader to direct operations, if necessary.</li> <li>▪ As information is received from operations staff, pass it on to the Incident Commander.</li> <li>▪ Inform the Planning Section Chief of operations tasks and priorities.</li> <li>▪ Make sure that operations staff are following standard procedures, using appropriate safety gear, and documenting their activities.</li> <li>▪ Schedule breaks and reassign staff within the section as needed.</li> </ul>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ When authorized by the Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Finance and Administration Section.</li> <li>▪ Return equipment and reusable supplies to Logistics.</li> </ul>



**SECURITY TEAM  
UTILITY SHUT-OFF TEAM**

**FIRE SUPPRESSION TEAM  
DAMAGE ASSESSMENT TEAM**

**Duties and Procedures:**

<p><b>Start-up Actions</b></p>	<ul style="list-style-type: none"> <li>▪ Check in with the Operations Chief for a situation briefing.</li> <li>▪ Obtain necessary equipment and supplies from Logistics.</li> <li>▪ Put on ICS vest with position identifier.</li> <li>▪ Take no action that will endanger yourself and work in pairs for safety.</li> <li>▪ Wear hard hat and take appropriate tools, job description clipboard, and radio.</li> <li>▪ Put batteries in flashlight, if necessary.</li> </ul>
<p><b>Operational Duties</b></p>	<ul style="list-style-type: none"> <li>▪ As you complete the following tasks, observe the campus and document the nature and extent of damage to facilities. Give verbal report via campus radio.</li> <li>▪ <b>Remember: If you are not acknowledged, you have not been heard.</b> Repeat your transmission, being aware of other simultaneous transmissions.</li> <li>▪ Lock gates and major external doors.</li> <li>▪ Locate, control and extinguish small fires (if safe to do so).</li> <li>▪ Check gas meter and, if gas is leaking, shut down the gas supply.</li> <li>▪ Shut down electricity only if building has clear structural damage or advised to do so by Command Post.</li> <li>▪ Advise the Command Post of all actions taken for information and proper logging.</li> <li>▪ Be sure that the entire campus has been checked for safety hazards and damage. Post yellow caution tape around damaged or hazardous areas.</li> <li>▪ Determine if building can be reentered and report to Command Post.</li> <li>▪ If building is declared habitable, await instruction from Command Post to reoccupy, after all students and staff have reentered, lock all exterior doors and establish information gate and student reunion (Check In) gate at designated location.</li> <li>▪ No damage should be repaired before full documentation, such as photographs and video evidence, is complete unless the repairs are essential to immediate life-safety.</li> <li>▪ Verify that the campus is locked down and report the same to the Command Post. After completion of duties, assume role of security team staff as needed.</li> <li>▪ Since the campus cannot be secured, yellow caution tape may be strung around classes circled on the field. Signs should be posted denoting student pick-up at student release table.</li> <li>▪ Station personnel at campus access points to discourage public entry or exit as well as directing parents to student release table. Direct all (non-media) requests for information to the School Information Officer.</li> <li>▪ Assist with facility needs (shelter, lighting, construction) as directed by Command and Logistics Chief.</li> <li>▪ Keep Command Post informed and report for re-assignment -you may be asked to provide security and assistance during Parent Reunification.</li> </ul>
<p><b>Closing Down</b></p>	<ul style="list-style-type: none"> <li>▪ When authorized by the Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Finance and Administration Section.</li> <li>▪ Return equipment and reusable supplies to Logistics.</li> </ul>

## SEARCH AND RESCUE TEAM

The Search and Rescue Team obtains Administrative Accountability Report from Command Post and Operations Chief sends teams to search all facilities for injured or trapped students/personnel to ensure complete evacuation.

Use the buddy system: Assign a minimum of 2 persons to each team. Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.

### Duties and Procedures:

<b>Start-up Actions</b>	<ul style="list-style-type: none"> <li>▪ Obtain all necessary equipment from Emergency Storage Area.</li> <li>▪ Search and Rescue Team Leader will obtain a briefing from Operations Chief, noting known fires, injuries, or other situations requiring response. Team Leader will brief team.</li> <li>▪ Search and Rescue Team Leader will assign teams based on available manpower, minimum 2 persons per team</li> </ul>
<b>Operational Duties</b>	<p><b>Search and Rescue Team Leader:</b></p> <ul style="list-style-type: none"> <li>▪ Perform a visual and campus radio check of the outfitted team leaving the Command Post. Teams must wear sturdy shoes and safety equipment. Record names and assignments before deploying teams.</li> <li>▪ Dispatch teams to known hazards or situations (missing student location) first, then dispatch teams to search the campus using specific planned routes if needed. Send a specific map assignment with each team.</li> <li>▪ Remains at the Command Post and in campus radio contact with S&amp;R Teams. Record all teams' progress and reports on the site map, keeping others at the Command Post informed of problems. When a room is reported clear, mark a "C" on the map.</li> <li>▪ If injured students are located, consult the Operations Section Chief for response. Utilize S&amp;R Teams to transport injured to First Aid Team.</li> <li>▪ Record the exact location of damage and a triage tally (Green, Yellow, Red, Black) on the map.</li> <li>▪ Keep radio communication brief and simple. No codes.</li> </ul> <p><b>Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</b></p> <p><b>Search and Rescue Teams:</b></p> <ul style="list-style-type: none"> <li>▪ Report gas leaks, fires, or structural damage to the Command Post immediately upon discovery. Shut off gas or extinguish fires if possible. Leave for Damage Assessment and Fire Suppression Team if necessary.</li> <li>▪ Before entering a building, inspect the complete exterior of the building. Report structural damage to the S&amp;R Team Leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. <b>If you are in doubt about your safety, DO NOT ENTER!</b></li> <li>▪ If the building is safe to enter, search the assigned area (following the map) using an orderly pattern. Check all rooms. Use chalk or grease pencil to mark a slash on the door when entering a room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, complete the slash to form an "X" on the door. Report by radio to the Team Leader at Command Post that the room has been cleared (e.g. "Room A-123 is clear.")</li> </ul> <p><b>Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</b></p> <ul style="list-style-type: none"> <li>▪ When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of students or staff. Follow directions from the Command Post.</li> <li>▪ Record the exact location of damage and triage tally (Green, Yellow, Red, Black) on the map and report the information to the Command Post.</li> <li>▪ Keep radio communication brief and simple. <b>Do not use codes.</b></li> </ul>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ Record the return of each S&amp;R team. Direct them to return equipment and report to Logistics for additional assignment.</li> <li>▪ Provide maps and logs to the Finance and Administration Section.</li> </ul>

## SEARCH AND RESCUE TEAM QUICK RESPONSE GUIDE

- **Assess Situation:** Identify number and possible location of people trapped or missing, number personnel available to assist, and equipment available.
- **Equip and Assign Personnel** (Must wear Personal Protective Equipment)
- **Dispatch Teams** (minimum of 2 per team) to known locations of missing or trapped persons.
- **Make the Search Area Safe.** Identify and correct search area hazards (control utilities, suppress small fires, mark hazards with caution tape, etc.)
- **Search Area**, if relatively safe to do so, using voice, vision changing perspectives to locate missing or trapped. Use a defined search pattern.
- **Mark Search Area Status** and communicate status to Team Leader.
- **Treat any Life-Threatening Injury** (stop major bleeding, etc.)
- **Notify the Team Leader** of contact with survivor and provide location.
- **Evacuate** ambulatory survivor to the Medical Area.
- **Request Assistance** from Team Leader if survivor is non-ambulatory.
- **Remove** non-ambulatory survivor to Medical Area. Removal may require debris movement or survivor transportation.
- **Request an Additional Assignment** after survivor is delivered to Medical Area.

## FIRST AID/MEDICAL/ PRESERVATION TEAM

The First Aid Team is responsible for providing emergency medical response, first aid and counseling. The First Aid Team Leader informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. The First Aid Team Leader also ensures appropriate actions to preserve bodies.

### Duties and Procedures:

<b>Start-up Actions</b>	<ul style="list-style-type: none"> <li>▪ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.</li> <li>▪ Set up a first aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from students and parents, with access to emergency vehicles. Obtain equipment and supplies from the storage area.</li> <li>▪ Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment and two to crisis intervention.</li> <li>▪ Assess available inventory of supplies and equipment.</li> <li>▪ Review safety procedures and assignments with First Aid Team staff.</li> <li>▪ Establish a point of entry ("triage") into the treatment area.</li> <li>▪ Establish Green, Yellow, and Red treatment areas.</li> <li>▪ Set up a separate Crisis Intervention treatment area.</li> </ul>
<b>Operational Duties</b>	<p><b>First Aid Team Leader:</b></p> <ul style="list-style-type: none"> <li>▪ Oversee the assessment, care, and treatment of patients.</li> <li>▪ Ensure caregiver and rescuer safety. Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient.</li> <li>▪ Make sure that accurate records are kept.</li> <li>▪ Provide personnel to respond to injuries in remote search areas in conjunction with the Search and Rescue Team.</li> <li>▪ If needed, request additional personnel from Logistics.</li> <li>▪ Brief newly assigned personnel.</li> <li>▪ Report deaths immediately to the Operations Section Chief.</li> <li>▪ Keep the Operations Section Chief informed of the overall status.</li> <li>▪ Stay alert for communicable diseases and isolate appropriately.</li> <li>▪ Consult with the Student/Staff Status Team regarding health care, medications, and meals for students with known medical conditions (e.g., diabetes, asthma, etc.).</li> </ul> <p><b>First Aid Team:</b></p> <ul style="list-style-type: none"> <li>▪ Administer appropriate first aid.</li> <li>▪ <b>Keep accurate records of care given.</b></li> <li>▪ Continue to assess victims at regular intervals.</li> <li>▪ Report deaths immediately to the First Aid Team Leader.</li> <li>▪ If and when transportation is available, do a final assessment and document on the triage tag. Keep and file records for reference- <b>do not send any records with the victim.</b></li> <li>▪ A student's emergency card must accompany each student removed from campus to receive advanced medical attention. Send an emergency out-of-area phone number, if available.</li> </ul> <p><b>Triage Entry Area-</b> The triage area should be staffed with a minimum of two trained team members, if possible.</p> <ul style="list-style-type: none"> <li>▪ One member completes secondary head-to-toe assessment.</li> <li>▪ Second member records information on the triage tag and on-site treatment records.</li> <li>▪ Using Triage Plan of Action, sort patients as to Green, Yellow, Red, or Black.</li> </ul>

	<p><b>Preservation Area</b> - Set up preservation area, if necessary, in a cool, isolated, secure area. Major concerns are identification and preservation of the body and documentation as to the cause of death. Bodies should be covered, undisturbed, and located in an area away from surviving victims.</p> <ul style="list-style-type: none"> <li>○ Write the following information on two tags: <ul style="list-style-type: none"> <li>▪ Date and time found.</li> <li>▪ Exact location where found.</li> <li>▪ Name of decedent if known.</li> <li>▪ If identified-how, when, by whom. Name of person filling out tag. Attach one tag to body.</li> </ul> </li> </ul> <p><b>NOTE:</b> When using the campus two-way radio, do not use the names of injured or deceased.</p>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ Return equipment and unused supplies to Logistics.</li> <li>▪ Clean up first aid area. Dispose of hazardous waste safely.</li> <li>▪ Complete all paperwork and turn it in to the Finance and Administration Section.</li> </ul>

## FIRST AID/MEDICAL TEAM QUICK RESPONSE GUIDE

- **Assess Situation:** Identify number of people injured, number of personnel available to assist, equipment available.
- **Designate Medical Area:** Identify location that has the following elements:
  - Safe (upwind and uphill)
  - Accessible by both school site and outside responders
  - Concealed from view by the school site community and the public
  - Communicate the location to the Incident Commander
- **Equip and Assign Personnel** to the following areas:
  - Triage Point
  - Treatment Area - Red
  - Treatment Area - Yellow
  - Treatment Area - Green
  - Preservation Area - Black (**should be in area hidden from view**)
  - Begin Documentation
- **Triage all Patients** (See Triage Chart)
- **Treat all Patients** (See Treatment Chart)
- **Document** the names and all care given to patients
- **Coordinate Transportation** of patients to a higher level of care
- **Communicate Status** of the Medical Area to the Incident Commander every 10 minutes

**TRIAGE CHART- QUICK RESPONSE GUIDE**

Category	Signs & Symptoms
<b>RED</b>	<ul style="list-style-type: none"> <li>▪ Unable to answer questions</li> <li>▪ Major bleeding</li> <li>▪ Breathing over 30 times per minute</li> <li>▪ Capillary refill takes more than 2 seconds.</li> </ul>
<b>YELLOW</b>	<ul style="list-style-type: none"> <li>▪ Normal breathing under 30 times per minute</li> <li>▪ Able to answer questions</li> <li>▪ No major bleeding</li> <li>▪ Capillary refill within 2 seconds or less.</li> <li>▪ Unable to walk</li> </ul>
<b>GREEN</b>	<ul style="list-style-type: none"> <li>▪ Able to walk</li> <li>▪ No major bleeding</li> <li>▪ Normal breathing under 30 times per minute</li> <li>▪ Able to answer questions</li> <li>▪ Capillary refill within 2 seconds</li> </ul>
<b>BLACK</b>	<ul style="list-style-type: none"> <li>▪ Not breathing</li> <li>▪ No heart beat</li> <li>▪ Unable to answer questions</li> </ul>

**TREATMENT CHART- QUICK RESPONSE GUIDE**

Category	Signs & Symptoms
<b>RED</b>	<ul style="list-style-type: none"> <li>▪ Stop bleeding</li> <li>▪ Open airway</li> <li>▪ Coordinate immediate access to higher level care</li> <li>▪ Keep warm</li> <li>▪ Reassess patient frequently</li> </ul>
<b>YELLOW</b>	<ul style="list-style-type: none"> <li>▪ Cool burns with clean water</li> <li>▪ Support fractures</li> <li>▪ Dress wounds</li> <li>▪ Keep warm</li> <li>▪ Reassess patient frequently</li> </ul>
<b>GREEN</b>	<ul style="list-style-type: none"> <li>▪ Dress minor injuries</li> <li>▪ Apply ice packs where appropriate</li> </ul>

## MEDICAL SUPPLY ORGANIZATION

### Medical Supplies Organized by Triage Categories

#### **Priority 1: Immediate (RED)**

##### *Life Threatening Injuries*

- Sterile Gauze Rolls or Pads
- Triangle Bandages
- SWAT-T Tourniquets
- Medical Gloves
- Occlusive Dressings
- Blankets
- Shears
- Tape
- Triage Tags

#### **Priority 2: Delayed (YELLOW)**

##### *Moderate Injuries*

- Burn Dressings
- Splints
- Blankets
- Medical Gloves
- Shears
- Water Cans
- Tape
- Triage Tags

#### **Priority 3: Minor (GREEN)**

##### *Minor Injuries*

- Band Aids
- Ice Packs
- Eye Wash
- Medical Gloves
- Antibiotic Ointment
- Antiseptic Wipes
- Blankets
- Triage Tags

***Medical supplies can be stored in separate color-coded bags to enable effective and efficient use of resources.***



## CRISIS INTERVENTION TEAM

As needed, members of Crisis Intervention Team will report to specific areas and provide crisis intervention strategies for students, staff and parents.

**NOTE:** Refer to District's Disaster Response Procedure (Section 6) for specific response protocol.

Duties and Procedures:

<b>Start-up Actions</b>	<ul style="list-style-type: none"> <li>▪ Crisis Intervention Team Leader report to Command Post for instruction. Put on ICS Vest for identification and obtain supplies.</li> <li>▪ Review safety procedures and assignments with First Aid Team staff.</li> <li>▪ Set up a Crisis Intervention treatment area separate from the First Aid Area.</li> </ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"> <li>▪ As needed, members of Crisis Intervention Team will report to specific areas and provide crisis intervention strategies.</li> <li>▪ When not needed, members of Crisis Intervention Team will report to Student Supervision Team to assist in supervising students and managing anxiety.</li> <li>▪ If needed, team members will remove students from First Aid or Student Supervision Areas for treatment in a separate area.</li> <li>▪ Team members must report student names to recorder before removing from area for treatment so that we have an accurate record of student locations.</li> <li>▪ Provide counseling as needed for parents of injured or deceased students. Crisis Intervention Team will be notified to respond when parents of injured or deceased students arrive at the Student Release Gate. Crisis Intervention Team members will remove parent and provide information and support in a private area.</li> </ul> <p><b><i>NOTE: When using the campus two-way radio, do not use the names of injured or deceased.</i></b></p>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ Return equipment and unused supplies to Logistics.</li> <li>▪ Complete all paperwork and turn it in to the Finance and Administration Section.</li> </ul>

## STUDENT SUPERVISION TEAM

Duties and Procedures:

<b>Start-up Actions</b>	<ul style="list-style-type: none"> <li>▪ Wear ICS Vest and obtain supplies from Supply Storage Area.</li> <li>▪ Student Supervision Team Leader checks in with the Operations Section Chief for a situation briefing.</li> <li>▪ Student Supervision Team Leader makes personnel assignments as needed.</li> </ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"> <li>▪ Monitor the safety and well-being of the students and staff in the assembly area.</li> <li>▪ Take over supervision of students in classes whose teachers have other emergency assignments. Keep students calm, quiet, and together until released. Administer minor first aid as needed - tend to minor cuts and abrasions.</li> <li>▪ At the direction of the Incident Commander, once students are accounted for and missing students reported to Command Post, move primary students from Emergency Evacuation Area to the Student Supervision Area. Once in the Student Supervision Area, students may be grouped by last name letters (grades 7-12) or by specific grade level (grades K-6).</li> <li>▪ Support the Student Release process by releasing students only with the appropriate paperwork. <ul style="list-style-type: none"> <li>○ Locate and send requested students to the Student Release Area.</li> <li>○ Do not release students to adults who have not followed the prescribed procedures.</li> <li>○ However, do note removal of students by adults who refuse to cooperate by taking name tag from student.</li> <li>○ Record Keeper updates roll as students leave Student Supervision Area via the Student Release Form process and Student Release Log Form.</li> </ul> </li> <li>▪ Utilize parent volunteers to supervise and comfort children. Utilize older students as Runners to distribute messages. Notify Student/Staff Status Team as to student whereabouts if used for Runners so that they can be located quickly.</li> <li>▪ For long term care, thought should be given to having activities or games planned to keep students occupied. Grade level activities should be in classroom emergency backpacks for sharing as needed. Additional activities can be kept in storage bins.</li> <li>▪ In an extended emergency, provide water and food to students and staff. Consult with Logistics to determine supply distribution and availability based on estimated length of incident.</li> <li>▪ Consult with Logistics Chief and initiate the set-up of portable toilet facilities and hand-washing stations if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.</li> <li>▪ Make arrangements to provide shelter for students and staff as needed.</li> <li>▪ Arrange activities and keep students reassured.</li> <li>▪ As student groups can be combined and teachers released from supervision, unneeded staff should report to Command Post for instructions.</li> <li>▪ Direct all (non-media) requests for information to the School Information Officer.</li> </ul>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ Return equipment and reusable supplies to Logistics.</li> <li>▪ When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.</li> </ul>

## STUDENT RELEASE TEAM

Assure the appropriate and speedy reunification of students with their parents or authorized adult through separate Check-In/Request and Release Areas.

### **Duties and Procedures:**

Please refer to the Parent/Student Reunification Protocol for instructions on the release procedures that should be followed.

1. Students should be released only to persons listed on the school's emergency card.
2. Student should not be released if they are unwilling to go.
3. If student is uninjured and is willing to go with the adult, the Student Release Team signs the student out. The information of the adult is then indicated on the proper school form.
4. Provide updated release list to Student/Staff Status Team at Command Post.

**PARENT/STUDENT REUNIFICATION PROTOCOL**  
**Off-Campus Reunification Operations - Refer to District EOC Operational Guide**

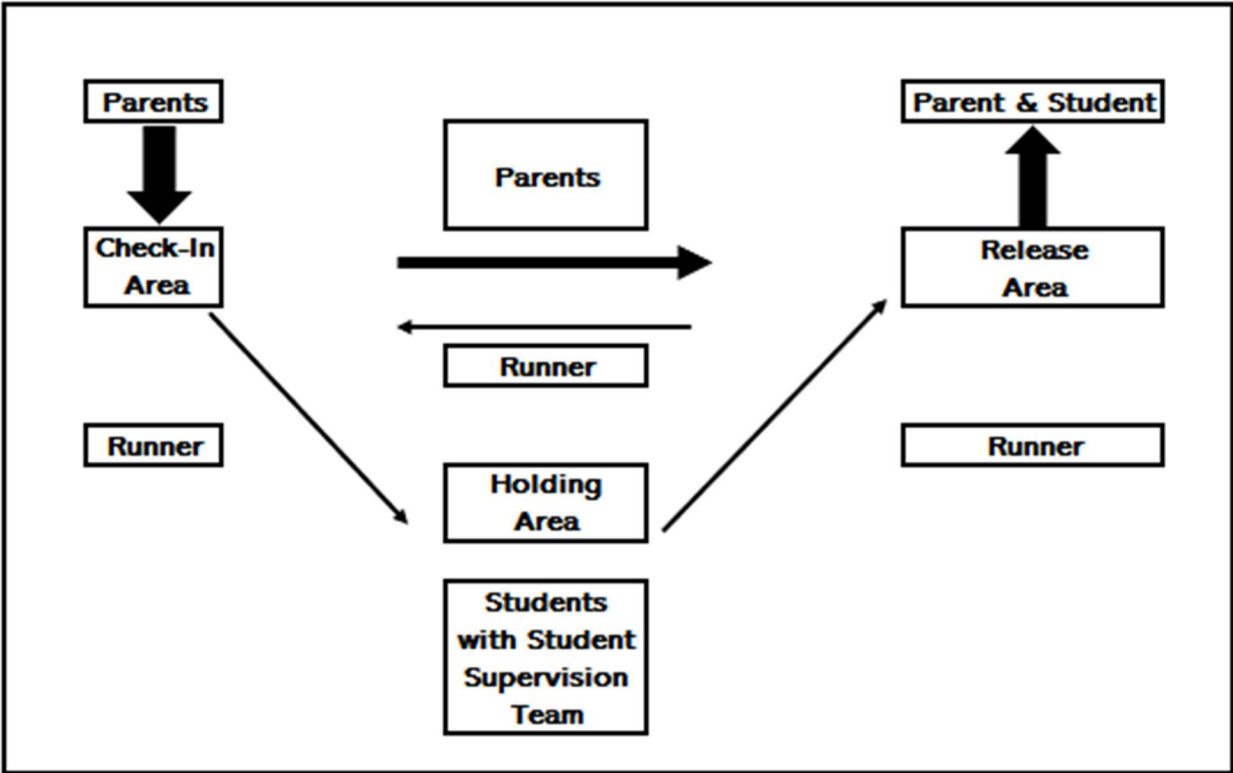
Schools are responsible for each child on campus until they are picked up by a parent or authorized emergency contact. This responsibility remains, even when disaster strikes and circumstances require schools to keep students beyond the normal school day. The Student Release Team is responsible for releasing students to their parents/guardians. The Student Supervision Team is responsible for supervising students in the assembly area and releasing students to the Pick-Up/Release Area for reunification with parents.

Parent/Student Reunification Protocol may utilize a triangular gate system or other reunification method specific for that particular school:

- 1) The first area "The Holding Area" is the Student Supervision Assembly Area where all students remain while being supervised by the Student Supervision Team.
- 2) The second area is the "Check-In Area" where parents assemble to request release of their student and provide identification to Student Release Team staff.
- 3) The third area is the "Release Area" where parents wait, after checking in, for their students to be released from the Student Supervision Assembly Area.

**Note:** Schools may modify any or all of the Parent/Student Reunification Protocols in this document in order to align with their unique campus and/or situational needs.

*SAMPLE ONLY*



### Check-In Area Operations:

Instruct all parents to assemble at the Check-In Area to pick-up students.

- Student Release Team staff asks parents for the name of the student being picked up and for **photo identification**.
- Staff confirms the identity of the parent/guardian and the authority to pick-up the specific student from emergency contact information card.
- Staff completes the authorization portion of the Student Release Form and sends with a runner to the Student Supervision Assembly Area.

### Student Supervision Team Operations:

Student Supervision Team follows protocol in emergency plan for supervision and care of students. Redirect any parent who comes directly to Student Supervision Assembly Area to the Parent Check-In Area. The Security Team may be enlisted to assist with this responsibility.

- When the runner arrives with the Student Release Form, complete the Student Status portion of the form.
- Release the student to be escorted by the runner to the Release Area for parent reunification.

### Release Area Operations:

- When the runner arrives with the student, check identification of parent/guardian again to verify identity, complete the Release Area portion of the Student Release Form and have the parent sign and complete the final portion of the form.
- Collect name tags of all students who leave campus.
- If the parent/guardian must be notified that the student has been injured or for some other reason is not available to be released to them, the staff person at the Release Area will not indicate the status of the student but will ask the parent to report to a nearby room or area for additional information. The notification room should be staffed by members of the Crisis Intervention Team or principal designee.

## PLANNING AND INTELLIGENCE SECTION

### Planning and Intelligence Section Chief

#### Campus Map, Incident Log, Telephone and AM/FM Radio, Communications, Student and Staff Status

The Planning and Intelligence Section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. They must maintain accurate records of the incident and site map as well as provide ongoing analysis of situation and resource status.

This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the District EOC. If the District EOC cannot be contacted, communications may be made with outside agencies when necessary.

#### Duties and Procedures:

**Planning and Intelligence Section Chief-** Oversees all aspects of the Planning and Intelligence Section staff.

<b>Start-up Actions</b>	<ul style="list-style-type: none"> <li>▪ Check in with the Incident Commander for a situation briefing.</li> <li>▪ Obtain necessary equipment and supplies from Logistics. Put on ICS vest with position identifier.</li> <li>▪ Select location for Incident Analysis Area and set-up with charts and maps to track incidents on campus and within the school district if needed.</li> </ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"> <li>▪ Assume the duties of all Planning Section positions until staff is available and assigned.</li> <li>▪ As (or if) staff is assigned, brief them on the situation and supervise their activities.</li> <li>▪ Provide current situation assessments based on analysis of information received.</li> <li>▪ Develop situation reports for the Command Post to support the action planning process.</li> <li>▪ Think ahead and anticipate situations and problems before they occur.</li> <li>▪ <b>Report only to Command Post personnel.</b></li> </ul>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ When authorized by the Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Finance and Administration Section.</li> <li>▪ Return equipment and reusable supplies to Logistics.</li> </ul>

**Campus Map, Incident Log, Communications, Telephone and AM/FM Radio Communications, Student and Staff Status**

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

**Duties and Procedures:**

<b>Start-up Actions</b>	<ul style="list-style-type: none"> <li>▪ Check in with the Planning and Intelligence Section Chief for a situation briefing.</li> <li>▪ Obtain necessary equipment and supplies from Logistics. Put on ICS vests if available.</li> <li>▪ Determine whether there will be a Finance/ Administration Section. If there is none, the Planning &amp; Intelligence Section will be responsible for collecting and maintaining all documents/records of the incident (including expenditures and personnel timekeeping).</li> </ul>
<b>Operational Duties</b>	<p><b>Campus Map Team:</b></p> <ul style="list-style-type: none"> <li>▪ Collect, organize and analyze situation information.</li> <li>▪ Mark the site map appropriately as related reports are received, including but not limited to S&amp;R reports and damage updates, giving a concise picture of the status of the campus. Record location of team implementation areas, incidents, hazards, etc. onto campus map and school district map if needed. Preserve the map as a legal document until it is photographed.</li> <li>▪ Use an area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)</li> </ul> <p><b>Incident Log/Communications/Telephone, AM-FM, Radio Teams:</b></p> <ul style="list-style-type: none"> <li>▪ Maintain a time log of the incident using an Incident Log form, noting all actions and reports.</li> <li>▪ Record content of all radio communications with the District EOC.</li> <li>▪ Record verbal communication for basic content.</li> <li>▪ Receive messages from outside and within campus, record messages and send information to designated teams via runner.</li> <li>▪ Log in all written reports.</li> <li>▪ File all reports for reference (file box). Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records-<u>they are legal documents</u>.</li> <li>▪ Finance team collects any data sheets at the end of the incident for use in reimbursement and incident reporting - staff assigned to this team may be used for other assignments during the incident if needed.</li> </ul> <p><b>Communications Team:</b></p> <ul style="list-style-type: none"> <li>▪ Set up the Communications station in a quiet location with access to the Command Post.</li> <li>▪ Turn on emergency radio and advise the Command Post when ready to accept radio communication.</li> <li>▪ Communicate with the District EOC per established procedure. At the direction of the Incident Commander, report the status of students, staff, and campus, using the Site Status Report form.</li> <li>▪ Use runners to deliver messages to the Incident Commander and support teams. Keep Planning and Intelligence Section Chief updated.</li> <li>▪ Maintain the Communications Log: date/time/originator/recipient</li> <li>▪ Follow communications protocol. Do not contact the City or County directly if the District EOC is available.</li> <li>▪ Direct the media to the District PIO.</li> <li>▪ Direct (non-media) requests for information to the SIO.</li> </ul>

	<p><b>Student and Staff</b></p> <ul style="list-style-type: none"> <li>▪ Compile information from Accountability Forms onto Classroom Accountability and Tracking Form - update as needed and as student status changes.</li> <li>▪ Check off staff roster. Compute the number of students, staff, and others on campus for Planning and Intelligence Chief. Update periodically.</li> <li>▪ Report missing persons to the Command Post.</li> <li>▪ Report first aid needs to the Medical Team Leader.</li> <li>▪ File forms for reference.</li> </ul>
<p><b>Closing Down</b></p>	<ul style="list-style-type: none"> <li>▪ Collect and file all paperwork and documentation from deactivating sections.</li> <li>▪ Securely package and store these documents for future use.</li> <li>▪ Return equipment and reusable supplies to Logistics.</li> </ul>



**LOGISTICS SECTION**  
**Logistics Chief, Supply and Support Team**

The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

**Duties and Procedures:**

<b>Start-up Actions</b>	<ul style="list-style-type: none"> <li>▪ Logistics Chief should check in with Incident Commander for a situation briefing.</li> <li>▪ Logistics Chief open the supplies container or storage facility.</li> <li>▪ Put on ICS Vest</li> <li>▪ Begin distribution of supplies and equipment as needed.</li> <li>▪ Ensure that the Command Post and other facilities are set up as needed.</li> </ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"> <li>▪ Logistics Chief assumes the duties of all Logistics positions until staff is available and assigned.</li> <li>▪ As (or if) staff is assigned, Logistic Chief briefs team on the situation and supervise their activities.</li> <li>▪ Coordinate supplies, equipment, and personnel needs with the Incident Commander.</li> <li>▪ Assist team members in locating appropriate supplies and equipment.</li> <li>▪ Maintain security of the Emergency Storage container, supplies, and equipment.</li> <li>▪ Set up the Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.</li> <li>▪ Establish field latrines (male and female) as needed. Report to Command Post and Student Supervision Team when field latrine is operational.</li> <li>▪ Work with Command Post and Student Supervision Team regarding food and water distribution as well as rationing.</li> <li>▪ Work with Damage Assessment Team after their duties have been completed to construct or modify materials as needed to support students and staff.</li> </ul>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ At the Incident Commander’s direction, deactivate the section and close out all logs.</li> <li>▪ Verify that closing tasks of all Logistics positions have been accomplished.</li> <li>▪ Secure all equipment and supplies.</li> <li>▪ Make a list of supplies that need to be replenished for all teams.</li> </ul>

## Convergent Volunteers and Staffing Resource Pool

This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident. Keep in mind outsiders not connected with the school may arrive to offer assistance.

**Duties and Procedures:**

<b>Start-up Actions</b>	<ul style="list-style-type: none"> <li>▪ Check in with the Logistics Section Chief for a briefing.</li> <li>▪ Put on ICS Vest</li> <li>▪ Open 3 logs to list staff, volunteers, and students who are awaiting assignment.</li> </ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"> <li>▪ Deploy available personnel (unassigned staff, volunteers, and student runners) as requested by the Incident Commander.</li> <li>▪ Set up table and chairs next to Student Release Gate with sign marking as Volunteer Check-in table.</li> <li>▪ Sign in Volunteers, making sure that volunteers are parents/guardians or trusted community members.</li> <li>▪ Work with Command Post to determine area of need, assign specific task where needed most (i.e. assisting with first aid, comforting children, acting as runners for children to be checked out, etc.)</li> </ul>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ Ask volunteers to sign out.</li> <li>▪ At the Logistic Section Chief's direction, close out all logs and turn them in to Finance and Administration Section.</li> <li>▪ Return all equipment and supplies.</li> </ul>

## FINANCE AND ADMINISTRATION SECTION

### Finance and Administration Section Chief

#### Timekeeping, Purchasing, Recovery and Documentation Unit

The Finance/ Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. It maintains financial records and tracks and records staff hours. This unit is responsible for maintaining accurate and complete records of purchases. Most purchases will be made at the district level. However, in emergency situations, it may be necessary for school to acquire certain items quickly.

<b>Start-up Actions</b>	<ul style="list-style-type: none"> <li>▪ The Finance Chief checks in with the Incident Commander for a situation briefing.</li> <li>▪ Obtain necessary equipment and supplies from Logistics.</li> <li>▪ Put on ICS vest with position identifier.</li> <li>▪ Locate and set up work space.</li> </ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"> <li>▪ The Finance Chief assumes the duties of all Finance/Administration positions until staff is available and assigned.</li> <li>▪ As (of if) staff is assigned, brief them on the situation and supervise their activities.</li> <li>▪ The Timekeeper shall meet with the Finance/Administration Section Chief to determine the process for tracking regular and overtime hours for staff.</li> <li>▪ Ensure that accurate records are kept of all staff members, indicating the hours worked.</li> <li>▪ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.</li> <li>▪ Purchasing meets with the Finance/Administration Section Chief to determine the process for tracking purchases.</li> <li>▪ Support Logistics in making any purchases that have been approved by the Incident Commander.</li> </ul>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ At the Incident Commander's direction, deactivate the section and close out all logs.</li> <li>▪ Verify that the closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.</li> <li>▪ Collect and organize all documents from the different Sections and submit to the Incident Commander.</li> </ul>

## AMERICAN RED CROSS SHELTER AGREEMENT

### American Red Cross Shelter Agreement

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims. This agreement is between the Red Cross and a facility owner ("Owner") so the Red Cross can use the facility as an emergency shelter during a disaster.

DR#: \_\_\_\_\_ Facility: Garden Grove Unified School District Office

#### Parties and Facility

Owner:

Legal name: Garden Grove Unified School District

Chapter: \_\_\_\_\_

24-Hour Point of Contact:

Name and title: Gabriela Mafi- Superintendent

Work phone: 714-663-6111 Cell phone/pager: 562-431-5271

Address for Legal Notices:

Garden Grove Unified School District

Office of the Superintendent

10331 Stanford Avenue

Garden Grove, CA 92840

Red Cross:

Legal name: The American National Red Cross

Chapter: Orange County

24-Hour Point of Contact:

Name and title: Bobby Simmons, Disaster Program Manager

Work phone: (714) 481-5392 Cell phone/pager: (714) 833-4215

Address for Legal Notices:

American Red Cross

601 N. Golden Circle Dr.

Santa Ana, CA 92705

*Copies of legal notices must also be sent to:*

The American National Red Cross, Office of the General Counsel,  
2025 E Street, NW, Washington DC 20006

and

The American National Red Cross, Disaster Operations,  
2025 E Street NW, Washington, DC 20006.

Shelter Facility:

(Insert name and complete street address of building or, if multiple buildings, write "See attached Facility List" and attach Facility List including complete street address of each building that is part of this Agreement).

Garden Grove Unified School District

10331 Stanford Avenue, Garden Grove, CA 92840

### Terms and Conditions

1. Use of Facility: Upon request and if feasible, the Owner will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. The Owner will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will use the first page of the Facility/Shelter Opening/Closing Form, available on CrossNet, to record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of the Owner.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, the Owner will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.
5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, the Owner will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.
6. Security: In coordination with the Facility Coordinator, the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.
7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. The Owner will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. The Owner will refer all media questions about the shelter to the Shelter Manager.
8. Closing the Shelter: The Red Cross will notify the Owner or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey, using the second page of the Shelter/Facility Opening/Closing Form to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.
9. Reimbursement: The Red Cross will reimburse the Owner for the following:
  - a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross will select from among

bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.

- b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering. The Red Cross will reimburse at per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.
- c. *Reasonable, actual, out-of-pocket operational costs*, including the costs of the utilities indicated below, to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises (both parties must initial all utilities to be reimbursed by the Red Cross):

	Owner initials	Red Cross initials
Water	<u><i>RN</i></u>	<u><i>[Signature]</i></u>
Gas	<u><i>RN</i></u>	<u><i>[Signature]</i></u>
Electricity	<u><i>RN</i></u>	<u><i>[Signature]</i></u>
Waste Disposal	<u><i>RN</i></u>	<u><i>[Signature]</i></u>

The Owner will submit any request for reimbursement to the Red Cross within 60 days after the shelter closes. Any request for reimbursement for food, supplies or operational costs must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked at the shelter.

10. Insurance: The Red Cross shall carry insurance coverage in the amounts of at least \$1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and \$1,000,000 in Employers' Liability.

11. Indemnification: The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to bodily injury, death and property damage arising from the negligence of the Red Cross during the use of the Premises.

12. Term: The term of this agreement begins on the date of the last signature below and ends 30 days after written notice by either party.

GARDEN GROVE UNIFIED SCHOOL DISTRICT

Owner (legal name)

*[Signature]*

By (signature)  
Designee:

Rick Nakano

Name (printed)

Assistant Superintendent, Business Services

Title

Date *7/22/14*

THE AMERICAN NATIONAL RED CROSS

(legal name)

*[Signature]*

By (signature)

*Debbie Leahy-Graves*

Name (printed)

*Regional Disaster Prog. Officer*

Title

Date *9/5/2014*

## SECTION 6- DISASTER RESPONSE PROCEDURES



## STANDARD RESPONSE PROTOCOL

# IN AN EMERGENCY TAKE ACTION

### Secure! Get inside. Lock outside doors.



#### Students

- Return to inside of building
- Clear Hallways and remain in room or area until the "All Clear" is announced.
- Do business as usual

#### Adults

- Bring everyone indoors
- Lock outside doors
- Close and lock classroom door
- Increase situational awareness
- Account for students and adults
- Do business as usual

### Lockdown! Lock, lights, out of sight.



#### Students

- Move away from sight
- Maintain silence
- Do not open the door

#### Adults

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend
- Account for students and adults when able

### Evacuate! (A location may be specified)



#### Students

- Leave items behind if required
- If possible, bring your phone
- Follow Instructions

#### Adults

- Lead student to Evacuation location
- Account for students and adults
- Notify if missing, extra or injured students or adults

### SHELTER! Hazard and safety strategy.



#### Students

- Use appropriate safety strategy for the hazard

#### Adults

- Lead safety strategy
- Account for students and adults
- Notify if missing, extra or injured students or adults

#### Hazard

- Earthquake
- Hazmat

#### Safety Strategy

- Drop, cover and hold
- Stay in room, follow directions





## AIRBORNE CONTAMINANTS

### Background

The U.S. EPA's National Homeland Security Research Center (NHSRC) has conducted a comprehensive study that confirms the potential effectiveness of the U.S. Department of Homeland Security guidelines for safe havens to protect against a hazardous airborne release in the event of a terrorist attack or accident.

### They include:

- Locking doors, closing windows, and shutting air vents.
- Turning off fans, air conditioning, and forced air heating systems.
- Going into an interior room with the fewest windows.
- Sealing all windows, doors, and air vents with plastic sheeting and duct tape.

### Securing can be 500 times safer than staying outside under the following conditions:

- You enter the shelter before the arrival of the contaminant.
- You exit the shelter as soon as the contaminant passes over.
- The contaminant passes over quickly.

It is recommended to allow at least 10 square feet of floor space for each occupant in the sealed room. Occupants should maintain a low level of activity so breathing rates remain low. If the room is very well sealed following the DHS guidance, you can safely stay inside for approximately three hours. Persons with existing respiratory problems may have a shorter time.

Weather conditions or geography may affect how an airborne contaminant moves, and this may affect your decisions (1) whether to Secure, Lockdown or evacuate, (2) when to enter the shelter, and (3) when to exit the shelter.

### General Procedures

1. Notify Main Office/Administration.
2. Turn off all fans, close the windows and doors, shut down the building's air handling system.

### IC Responsibilities

1. Immediately direct staff to remove students and secure protocol. Utilize classrooms, offices, and other rooms within the school with the fewest number of windows (if possible).
2. Instruct staff to lock all doors, close windows, and air vents.
3. Direct Emergency Response Team members (search & rescue, police/fire/medical coordinator) to turn off fans, air conditioning, and forced heating systems.
4. Take emergency supplies kits unless you have reason to believe it has been contaminated.
5. Instruct all staff members to seal all windows, doors, and air vents with plastic sheeting and duct tape. Consider measuring and cutting the sheeting in advance to save time.
6. Be prepared to improvise and use what you have on hand to seal gaps so that you create a barrier between yourself and any contamination.
7. Local authorities may not immediately be able to provide information on what is happening and what you should do. However, you should watch TV, listen to the radio, or check the Internet often for official news and instructions as they become available.
8. Call 911.
9. Contact the District Office (714) 663-6133.

## **BIOCHEMICAL OR CHEMICAL RELEASE**

A biochemical or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

### **Multiple victims suffering from:**

- Watery eyes
- Twitching
- Choking or loss of coordination
- Trouble breathing

Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community.

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

### **Scenario 1: Substance Released Inside a Room or Building**

#### **General Procedures**

1. Evacuate the building.
2. Notify Main Office/Administration.
3. Turn off all fans in the area of the release; close the windows and doors; shut down the building's air handling system.

#### **Incident Commander Responsibilities**

1. Signal for the building to be evacuated.
2. Call 911.
3. Contact the District Office (714) 663-6133
4. Direct Emergency Response Team members (search & rescue team) to isolate and restrict access to potentially contaminated areas.
5. Direct Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned.
7. The School or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so.

## **Scenario 2: Substance Released Outdoors and Localized**

### **General Procedures**

1. Notify Main Office/Administration.
2. Turn off all fans in the area of the release; close the windows and doors; shut down the building's air handling system.

### **Incident Commander Responsibilities**

1. Immediately direct staff to remove students from the affected areas to an area upwind from the release. If necessary, evacuate the building.
2. Call 911.
3. Direct Emergency Response Team members (search & rescue team) to establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
4. Direct Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
5. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
6. The School or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so.

### **Teacher/Staff Responsibilities**

1. Evacuate students away from the affected area, as directed by the IC.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

### **First Aid Team**

1. Direct or assist individuals who have come into direct contact with hazardous substances to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes.
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).
4. Provide additional medical attention as needed.

## **Scenario 3: Substance Released in Surrounding Community**

### **Incident Commander Responsibilities**

1. Once local authorities determine a potentially toxic substance has been released to the atmosphere, initiate a Lock-Down Response.
2. Direct all students and staff who are outside when the Lock-Down Team Response is declared to return to their classrooms or other designated space.
3. Call 911 and advise them of the school's response to the event.
4. Notify the District Office (714) 663-6133.

5. Direct staff to turn off local fans, close and lock doors and windows. Consider directing staff to seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space in each classroom.
6. Direct Emergency Response Team (search & rescue team) to seal vents with aluminum foil or plastic wrap and turn off sources of ignition, such as pilot lights, and shut down all buildings' air handling systems.
7. Turn on a radio or television station to monitor information concerning the incident.
8. Do not declare an All Clear until the County HazMat or appropriate agency provides clearance to do so.

#### **Teacher/Staff Responsibilities**

1. When directed to do so, turn off local fans, close and lock doors and windows, seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space.
2. Report any medical conditions or other concerns to the IC.

#### **Background Information**

Bioterrorism (BT) is the use of biologic agents such as bacteria, viruses, parasites, or biological toxins to intentionally produce disease or intoxication in a susceptible population to meet terrorist aims. Chemical terrorism (CT) employs certain classes of chemical compounds as weapons of mass destruction.

An act of biological (BT) or chemical terrorism (CT) might range from dissemination of aerosolized anthrax spores to food product contamination, and predicting when and how such an attack might occur is not possible. Although paramedics, ER physicians, primary health care providers, and the local health department will probably be the first to observe and report unusual illnesses or injuries, school physicians and nurses may occasionally encounter such cases in a school setting.

Early detection of and response to biological or chemical terrorism are crucial and preparedness for terrorist-caused outbreaks and injuries is an essential component of the U.S. public health surveillance and response system. Terrorists might use a combination of agents. CDC has developed a list of critical BT and CT agents.

#### **Environment Where Exposure May Have Occurred**

Law enforcement and public health officials work together to investigate the environment including envelopes and packages suspected of containing anthrax or other biological agents. Powder and other specimens collected from these sources usually are analyzed through the Public Health Laboratory Network. As part of the investigation, collecting environmental samples (where the exposure may have occurred) may be necessary. Testing of the environment is useful for detecting trace amounts of anthrax spores. Specimens obtained may include samples of air and/or swabs of material on various surfaces. The law enforcement and public health agencies will arrange for processing these samples.

#### **Clean-Up of Contaminated Areas**

The U.S. Environmental Protection Agency with help from other federal agencies and departments, including the Center for Disease Control and Prevention (CDC) is responsible for environmental and clean-up issues. Federal agencies, in conjunction with local and state agencies, will determine the best approach to the cleanup.

#### **Biological Agents**

BT agents are more likely to be covert because of the delay between exposure and onset of illness, known as the incubation period. Thus, they present different challenges as there is no immediate impact: persons are unknowingly exposed, and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events in which persons are warned that an exposure has occurred.

BT agents include bacteria, viruses, and toxins among other things. Anthrax, Smallpox, and Botulinum Toxin are some of the examples of BT agents.

The following are some examples of indicators of a BT attack:

- Large numbers of ill persons with similar diseases or syndromes
- Unexplained disease, syndrome, or death
- Unusual illness in a population
- Single case of disease caused by an uncommon agent
- Multiple unexplained diseases in the same patient
- Diseases transmitted through aerosol, food, or water suggestive of sabotage

### **Detection of BT-related Outbreaks**

BT may occur as covert events, in which persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events, in which persons are warned that an exposure has occurred. The possibility of a BT event should be ruled out with the assistance of the FBI and state and local health officials.

Rapid response to a BT-related outbreak requires prompt identification of its onset. The most critical step in response is early recognition that something unusual is occurring. Response to a BT event will require a concerted effort of physicians, the health department, health care facilities, laboratories, and others to identify the BT agent used, treat affected individuals, prevent additional transmissions, and bring the situation under control. Primary care providers and emergency room physicians will likely be the first medical responders.

### **Chemical Agents**

Chemical agents, like other substances, may exist as solids, liquids, or gases, depending on temperature and pressure. CT effects are likely to be overt, immediate, and obvious because CT agents are absorbed through inhalation or by absorption through the skin or mucous membranes. Such attacks elicit immediate response from police, fire, and EMS personnel. CT agents can also be delivered covertly through contaminated food or water. Chemical agents that might be used by terrorists range from warfare agents to toxic chemicals commonly used in industry.

There are at least six types of chemical agents described which include nerve agents and cyanide among others. Biological effects such as eye or skin injury and injury to lungs and other systemic effects can occur following exposure to chemical agents dispersed as solids, liquids, or vapor. Evacuation and triage are integral to the response along with decontamination and medical management.

CDC does not recommend hoarding antibiotics or buying a facemask. In the event of a biological or chemical emergency, the state and local public health departments will inform the public about the action(s) they should take.

### **Radiation Accident**

Radioactive materials are among many kinds of hazardous substances emergency responders might have to deal with in a transportation accident. Radiation is energy that comes from a source and travels through some material or space. Light, heat, etc. are types of radiation. Unstable atoms produce ionizing radiation. Unstable atoms are said to be radioactive.

Regardless of how a radiation accident happens, three types of radiation-induced injury can occur:

1. External radiation: when all or part of the body is exposed to penetrating radiation from an external source.
2. Radiation contamination occurs where material containing radioactive material is deposited on skin, clothing, or other places where it is undesirable. Contamination means that radioactive materials in the form of gases, liquids or solids are released into the environment and contaminate people externally on skin, internally in lungs, gut or wound, or both.
3. Radiation injury is incorporation of radiation material, which refers to the uptake of radioactive materials by body cells, tissues, and organs.

These injuries can occur along with illness or physical injury and in such instances serious medical problems have a priority over concerns about radiation. Law enforcement and public health and safety agencies are involved in responding to these emergencies.

## **BOMB THREATS**

5150.8

GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Administrative Regulation

5150.8

### **Bomb Threat Response Procedures for Schools**

Bomb threats are potential disaster situations. Although a vast majority are hoax or prank calls, all such threats must be handled quickly and efficiently to ensure the safety of students and employees.

- A. If the threat is received by telephone, keep the caller on the line and attempt to obtain specific information about the caller and the location of the bomb.
- B. Ask the caller to provide information on the location, time of detonations, and description of the bomb. Supply own impressions registered during the conversation with the caller.
  - 1. Did the caller sound sober?
  - 2. Identify any distinctive voice characteristics.
  - 3. Background noises heard?
  - 4. Male or female caller; adult or adolescent?
- C. Immediately notify the administrator in charge of the bomb threat. The administrator is to contact the police department and the appropriate administrator of elementary or secondary education.

Emergency telephone numbers -- dial "911" or:

Garden Grove Police	714-741-5704	Sheriff's Dept.	714-647-7000
Fountain Valley Police	714-593-4485	Westminster Police	714-898-3315
Santa Ana Police	714-245-8665		

- D. If deemed necessary, order the evacuation of buildings (written note to teachers, public address system, or fire bells). Leave all doors and windows open.
- E. Staff members without class assignments shall report to the administrator or designee in charge to assist as directed.
- F. If a threat occurs during unscheduled class time, such as snack period or lunch, the emergency plan shall call for a fire drill. Teachers are expected to supervise the station normally assigned to them.
- G. In the event of evacuation, classes should be directed to the far end of parking lots and playing fields. No students or staff are to assemble near structures on campus.
- H. A search of building shall be conducted by police and/or fire department personnel.
- I. When the search is completed, and no explosives are found, the administrator in charge shall issue an order to return to class and resume normal activities.

If a suspected explosive device is found, the police and/or fire department shall be responsible for its handling and disposal.
- J. In the event a suspected explosive device is discovered before the police and/or fire department personnel arrive, an immediate evacuation shall be ordered. Care must be taken during the evacuation to ensure that persons do not pass near or toward the suspected explosive.

Ref: EC Sections 32020, 35161, 48900  
Approved: December 1, 1971  
Revised: August 29, 1979  
Revised: March 4, 1986  
Revised: July 1, 2000  
Revised: November 18, 2021

## DRILLS

### Drills and Exercises

Emergencies occur without warning, life-protecting actions must be taken immediately at the first indication of emergency conditions. There may be no time to think through all of the options for what must be done. Emergency drills will be conducted periodically to help familiarize students and staff with basic procedures and to help them to react immediately and appropriately.

**Note: All drills must be documented by the site administrator on the Emergency Drill Record.**

**Drop Drill (DUCK, COVER, and HOLD)** procedures shall be practiced at least once each quarter in every elementary school and at least once a semester in secondary schools (E.C. 32282).

When the drill is executed, or when the administrator/teacher orders immediate action, students and staff are to:

- Drop to knees with back to the window(s) and knees together.
- Get under desks or tables where possible.
- Clasp one hand firmly behind head, covering neck.
- Grasp table or chair leg with the other hand.
- Bury face in knees, protecting head.
- Close eyes tightly.

Students will evacuate using the evacuation routes practiced during the fire drill. The students are to gather in the assembly area and line up in the designated space.

If an earthquake occurs during non-classroom hours (i.e., passing periods, nutrition, or lunch) all persons will proceed to the assembly area and line up in the designated space.

### Earthquake Drills (Drop/Duck, Cover, and Hold)

An earthquake drill shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools (California Education Code 35297(b)).

### Fire Drills

A fire drills must be conducted a minimum of once per month at each elementary school, a minimum of four times every school year at each intermediate school, and not less than twice every school year at each high school (E.C. 32001).

### Fire Drill Procedure:

#### Teachers

- Please refer to the evacuation map in your classroom.
- Familiarize yourself with class's evacuation route before the drill begins.
- When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
- Check to see that all students are out of the classroom; take the student roster, "grab and go bag," and close all doors.
- Have students walk quietly in single file to the assembly area. Teachers should walk at the rear of the line.
- Have students form a single line in the designated assembly area.
- Take attendance.
- Wait for the "all clear" signal - one long, steady bell - then return quietly to your classroom in single file.

**All Other Personnel:** Report to assembly area for further instructions.

Drills, Emergency/Instruction

The Board of Education recognizes that the welfare of students and employees is the primary concern in the event of disasters and emergencies. It is therefore directed that emergency drills and related classroom instruction be conducted as mandated by law and administrative regulation.

Ref: CCR, Title 5, Section 550  
EC Sections 35161, 35295-35297, 51202  
Adopted: March 4, 1986  
Reviewed: July 1, 2000



Drills, Emergency/InstructionA. Fire Drills

A fire drill must be conducted a minimum of once per month at each elementary school, a minimum of four times every school year at each intermediate school, and not less than twice every school year at each high school. During a fire drill all pupils, teachers and other employees are required to leave the buildings. A record of each drill shall be kept on file in the school office and shall be available upon request of a district administrator or fire department representative.

Teachers are required to give instruction in fire prevention. The fire drill period is an excellent time for this instruction.

It is imperative that the principal determine specific fire drill regulations to be known and followed by staff members. Such regulations will include:

1. A map showing where each class should go after leaving the room
2. Regulations concerning the manner of evacuation, i.e. single or double file
3. Regulations concerning behavior during the drill, i.e. talking, running
4. Regulations concerning the return signal

The fire alarm must be sounded a minimum of every month at the elementary, intermediate, and high school levels.

B. Drop Drills (Earthquakes and Other Emergencies)

A drop drill shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools. A drop drill is a procedure whereby each student and school staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A record of each drop drill shall be kept on file in the school office.

Drop drill exercises shall be part of the school earthquake emergency procedure system. The earthquake emergency plan shall include, but not be limited to, all of the following:

1. The school building emergency/disaster plan
2. The drop procedure
3. Protective measures to be taken before, during and following an earthquake
4. The program to ensure that students and school staff members are aware of, and properly trained, in the school earthquake emergency procedure system.

It is suggested that principals insert in a school calendar the date and time of day for each month the fire and drop drills are planned. This can then serve as a reminder for the principal to call the drill on the scheduled day, as well as to enable the principal to space the drills adequately and balance the schedule to include various times of the school day.

It is permissible for the principal to delegate to an assistant principal, teacher, custodian, school secretary, or to some other employee on the staff the task of calling and supervising fire and drop drills.

## EARTHQUAKE

Devastating earthquakes are regional natural disasters that quickly soak up the resources of first responding agencies. The District's Emergency/Safety Partnership developed the following catastrophic assumptions so preplanning and mitigation efforts can enhance the internal ability to respond appropriately to protect students, staff, and property. The catastrophic assumptions include:

- Public Safety Agencies not available to immediately respond.
- Landline phones and/or cellular phones unavailable for communications.
- Influx of community members arrive at school sites seeking assistance or volunteering to help.
- Donations of water, food, clothes, and other supplies arrive days following the catastrophic incident.
- 10% - 20% of District staff will leave work (without permission) 2 hours after a catastrophic incident. The percentage of staff leaving without permission more than doubles at 5 hours (30% - 50%) and continues to increase to 75% - 90% at 12 hours.
- 50% - 70% of District students will leave campus or be picked up within 2 hours after a catastrophic incident. The percentage of students leaving or being picked up increases at 5 hours (75% - 80%) and continues to increase to 90% - 98% at 12 hours.

The Garden Grove Unified School District's earthquake emergency response plan is based initially on the fact that the safest place for young people in the event of an earthquake during the school day is the school. Such an occurrence, of course, puts a heavy burden upon school administrators and the staff charged with protecting them.

To assure safety and well-being during an earthquake emergency, all the responsibilities of administrators, staff, and students have been detailed in this section. During an earthquake emergency, school administrators, staff, and students must fulfill their responsibilities and follow the procedures that have been established.

### School Safety Procedures During an Earthquake

The school principal is entrusted with the overall administration of his or her school and the overall responsibility for the safety and welfare of all students and staff which may go beyond the school day. In times of emergency, the school principal has the necessary authority to do what is necessary to protect the safety of students and staff. He or she has the authority to assign certificated or classified staff to perform required duties at assigned stations during an emergency. The extent to which volunteers may be used is at the principal's discretion.

### Classroom Emergency Instructions

A school map shall be posted with Emergency Procedures that defines classroom route to the established Emergency Assembly Area.

Teacher/Adult gives **Drop command** at first indication of an earthquake (ground movement).  
**DUCK, COVER, AND HOLD.**

### Student response to "drop" if inside the school building:

- Get under equipment (desk, table, etc.) where available;
- Drop to knees with back to windows and knees together;
- Clasp hand firmly behind the head, covering neck;
- Grasp table or chair leg with the other hand.
- Bury face in arms protecting the head, close eyes;
- Students remain in drop position until ground movement ends.
- Stay until the earthquake is over.

At the completion of ground movement, teacher must ascertain possible injury and determine the ability of class to evacuate.

-A buddy system may be used so that one teacher may remain with an injured student and request that neighboring (buddy) teacher supervise his or her class evacuation. The use of this buddy system should only

be considered when, given the totality of the circumstances, there is no exposure to further danger for the remaining staff member or other students and staff

- Render first aid, if necessary.

- Upon conclusion of ground movement, teacher shall give command to evacuate the classroom and building, using the established evacuation route. The doors shall remain propped open.

#### **When Students and Staff are Outdoors:**

- Direct students away from buildings, trees, poles, and wires.
- Issue DROP command - students and staff should position under lunch tables, under benches, in doorways, or out in the open. Stay away from buildings, trees, poles, and wires.
- Students remain in drop position until ground movement ends.
- Students and supervising staff evacuate area in orderly manner and report to campus Emergency Assembly Area.

#### **When Students Are on the Way to or from Site, Instruct Them to:**

- Stay in the open away from buildings, signs, trees, and wires.
- Do **not** run.
- After the quake, continue home or to school.

#### **When Earthquake Occurs While Students are on a Bus:**

- Driver maneuvers bus away from power lines, bridges, overpasses, buildings, possible landslide conditions overhanging trees, or other dangerous situations.
- Driver issues **DUCK, COVER, AND HOLD** command.
- Driver sets brake, turns off ignition, and waits for shaking/episode to stop.
- Driver radios Transportation Dispatch (714) 663-6434 for instructions.
- Driver checks for injuries to passengers.
- If the bus is disabled, the bus will stay in place until help arrives.

#### **When an Earthquake Occurs During Non-School Hours:**

- The facility will be evaluated to determine whether it is safe for occupancy.
- If the site must be closed, notify students and staff members.

#### **Site Procedures After the Earthquake**

- Activate site emergency procedures (establish Command Post, activate staff teams, etc.).
- Check to ensure all students have evacuated buildings. Mark and document rooms with an "X" across the door when leaving. Mark the time next to the "X" and any other pertinent information (i.e., trapped person, deceased victim, etc.)
- Follow protocol for search and rescue and treat injured.
- Maintain control of students and collect injury reports.
- Students should remain outdoors in evacuation area until buildings are inspected.
- Plant foreman/custodian should turn off power supplies, electricity, and gas lines as necessary. No one shall light any burners after the earthquake until the area is declared safe.
- Establish contact with district Emergency Operations Center (EOC).
- Be prepared to operate without police or fire assistance for an unknown period of time.
- Begin documentation procedures.

#### **Earthquake Safety for Disabled Students**

Assign one or two individuals to act as a "buddy" for every handicapped student in every classroom. Serving as a "buddy" should not jeopardize the safety of the student. Help with opening doors, gathering belongings, staying nearby, or summoning help may be all the "buddy" can do.

## **Duck, Cover, and Hold Position**

### **Ambulatory Student:**

If the student can safely get under a desk, have the student practice during normal drills. If the student is not in a wheelchair, but cannot safely get under the desk or table, have the student lay down and cover head with arms or a book if readily available.

### **Non-Ambulatory Student:**

- If the student is normally in a wheelchair and can safely get self under the desk or table, have the student talk out or demonstrate the procedure to follow during the quake or other emergency, using Duck, Cover, and Hold.
- If the student is normally in a wheelchair and is unable to get under the desk or table, it is recommended the student wear a safety belt while in the chair. Lock wheelchair immediately and whenever not moving. Bend head and tuck forward if able and it is safe to do so; cover head with book, folder, and/or crossed arms, if possible; and close eyes to protect them.

### **Aftercare:**

- Remove the student to a safe area along with the group, if feasible. A rolling chair can serve as an emergency transportation device as can a two-person lift.
- If the student is moved in the wheelchair and the chair has the large wheels on the back, move the chair backward through doorways, down ramps, over small debris and down curbs.
- If removing the student from the area with the group puts the group in jeopardy, leave the handicapped student for a later rescue. Do not leave student alone if it is safe and possible to have someone remain.
- If the student is in an electrically operated chair, know how to convert to non-electrical or push mode in the event the power mode cannot be used. Chairs vary as to how this is accomplished, but it is essential to know should power fail or the student is unable to drive the chair. Chairs in non-electric mode become very difficult to maneuver.

## FIRE

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected, the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved.

The Principal of each school shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place (student's eye level), preferably near the door to be used during the evacuation. **Clearly identify the primary escape route.**

Fire extinguishers **should** be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for **small fires only**. Additionally, the user should verify the fire extinguisher is of the proper type for the fire before using it.

### General Fire Safety

1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits).
2. Ensure the location of all fire extinguishers and pull stations are indicated on the evacuation map posted in every classroom and office.

### Passage and Aisle Widths

A minimum of 36 inch free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture, or materials which reduce these passageways to less than 36 inches must be relocated.

### Visible Fire and/or Smoke near School Property

The principal or designee and/or District officials shall determine whether an evacuation off school property should be conducted based on all available information about the fire and its potential impact to the safety of the students and staff or any further action should be implemented.

District buses should immediately be dispatched to the school to provide transportation support (if needed) to those students and staff who may require extra assistance, if required to evacuate off-school property.

### Visible Fire and/or Smoke within a School Building & Fire Alarm Activations

At the sight of fire and/or smoke or the activation of the fire alarm system (fire sensor or pull station) will automatically implement the following action:

1. Call 911, staff call 911, evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Emergency Backpack and ID card when evacuating.
2. Evacuate the room or building following the exit plan posted in each classroom and office. All students and staff away from threatened building.
3. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself, if necessary. All staff are to report to the assembly area.
4. If smoke is in the immediate vicinity, instruct students to "stay low and exit," crawling to avoid breathing fumes. Cover mouth and nose with a wet cloth.
5. If no escape is possible, close as many doors as possible between you and the fire. Stuff cracks and openings with wet cloth and avoid fanning flames. Lay on floor to avoid smoke. Wait for help.
6. If anyone is injured or trapped, do not stay with the injured or trapped. Notify the IC who will send a Search and Rescue team while waiting for Police and Fire personnel.
7. Members of the Search and Rescue Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e., abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
8. The IC will form a Command Post at the evacuation site.
  - a. Direct that the necessary agency contacts be made.
  - b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator by using the Teacher Accountability Report Form.
9. The Search and Rescue Team Coordinator will manage the reconciliation of all students and staff. The Search

and Rescue Team Coordinator is responsible for bringing the Visitor's Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents.

10. First aid is rendered as necessary.
11. Use fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not go searching for additional extinguishers. Close off the area as best as possible and exit the building immediately.
12. Access roads are kept open for emergency vehicles.
13. IC, in consultation with first responders, will determine if students and staff should be moved to another area and/or begin the early release procedures.
14. IC will direct a team member to turn off utilities if safe to do so.
15. Students and staff will not return to the school building until fire department officials declare the area safe.

### **Burning Clothes**

If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim to the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet, or blanket.

**When appropriate and directed by the IC, ERT member may:**

1. Turn off the gas and electricity service.
2. Direct emergency vehicles to the scene.
3. Make sure fire lanes are clear and gates are open.

**IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.**

### **First Aid Team**

Will move to their designated area, unpack supplies as they become available, set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will follow their pre-assigned responsibilities as outlined in Section 5.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR:	Move to walking wounded
DELAYED:	May be able to take direction to help one another
IMMEDIATE:	Tag victim, note time and type of injury
DECEASED:	Should be removed as far away as possible

Treat injuries to the extent possible. Inform outside emergency personnel via the IC as to the status of the injured.

### **Student Supervision Team**

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team.

The Student Supervision Team will follow their pre-assigned responsibilities as outlined in Section 5.

### **Student Release Team**

Will set up a parent contact area with student emergency cards and appropriate paperwork at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians.

The Student Release Team will follow their pre-assigned responsibilities as outlined in Section 5.

## EVACUATIONS

Evacuations will be conducted as follows:

### 1. General Evacuation

A general evacuation is executed upon hearing the command. Standardized evacuation procedures are to be followed.

**Fire:** Evacuate at least **50 feet** from the building.

**Bomb Threat:** Evacuate at least **300 feet** from the building.

**Multi-hazards:** Evacuate at least **300 feet** from the building.

### 2. Controlled evacuation

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom and staff and students are directed to evacuate away from the threat.

Areas/classrooms **closest** to the threat are evacuated first.

#### General procedures:

1. Remain calm.
2. Ensure that an evacuation map is posted in every room. This map should include the evacuation route and site, as well as all fire extinguishers and pull stations. This map should be posted on or near the evacuation door and should be at the student's eye level.

#### Evacuation procedures for IC:

1. Responsible for organizing the Emergency Response Team during an evacuation.
2. Coordinates and manages the overall evacuation of personnel from the building.
3. Members of the Emergency Response Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
4. Relays evacuation information to first responders.

#### Evacuation procedures for Teachers:

Evacuate the area immediately. Take your Emergency Backpack and ID card. All staff and students are to report to the evacuation site. The office staff must take the emergency cards, radios, and keys. All staff and students must be accounted for.

Teachers should check their buddy classroom to ensure everyone has evacuated and assist or evacuate the class yourself, if necessary.

#### Evacuation responsibilities and procedures for Teachers:

1. The teacher will review with all students the fire, earthquake, and lock down drill procedures during the first week of attendance at the school.
2. The teacher will review with all students the procedures and exit routes at least once each month.
3. Immediately following an emergency drill, the teacher will help students to evaluate their conduct during a drill.

4. The teacher will give the **Drop, Cover, and Hold** command during an earthquake, a surprise attack or when deemed necessary.
5. The teacher is responsible to see that all students are safely evacuated.
6. The student's files, the classroom waters, and sanitation materials (i.e.: bucket, kitty litter, toilet paper, etc.) will remain in the classroom. If such items are needed, the Search Team or IC designee will retrieve the items. These items should be maintained in a visible area to assist with their collection during an emergency.
7. If there is a blocked exit, the teacher will know the alternate route and guide or instruct the students to proceed with the secondary evacuation route.
8. The teacher will supervise his/her students and will remain with the students. Those teachers who are members of the ERT and their presence is required elsewhere, will turn over his/her students to a teacher on the Student Supervision Team for supervision before reporting to duty at their ERT location.
9. Procedures for moving to the evacuation area:
  - Students are to line up silently and in single file. No talking, running, or pushing is allowed.
  - The teacher will take the emergency backpack.
  - The teacher will take the current grade book and any additional vital information.
  - The teacher will take the room keys.
  - The teacher will turn off the lights.
  - The teacher will leave the door opened and unlocked or in the case of a fire or other appropriate emergency, the door must be closed.
  - The teacher will check the evacuation route to make sure it is safe. The teacher will direct the students to move to the evacuation site in accordance with the route or other safe route as determined by the teacher. **DO NOT WALK UNDER COVERED WALKWAYS UNLESS IT IS NECESSARY.**
  - The teacher will be the last to leave the room, making sure all students have exited.
  - The teacher will check to make sure that other teachers and staff are not injured before evacuating the building in accordance with the Buddy System Check Assignments, if applicable.
10. If there is an injured, immovable student, the teacher will leave the immovable student, lead the remaining students to the evacuation area and immediately notify the Command Post of the location and condition of the immovable student in the classroom.
11. If there is an injured, immovable teacher, the students will evacuate with a Buddy Teacher. The Buddy Teacher will immediately notify the Command Post of the location and condition of the immovable teacher.
12. Upon arrival at the evacuation site:
  - The teacher will direct students to form a line.
  - The students are to remain silent and attentive.
  - The teacher will take roll call of the students to ensure every member of the class is present or accounted for.
  - The teacher will report the results to the IC via the Teacher Accountability Report Form. The Accountability Form will be collected by members of the Search Team.



- The teacher will render first aid if necessary, if the school nurse or First Aid Team is not available.
  - Students on the playground should proceed to their previously designated area and assume regular emergency procedure discipline.
  - During a fire drill, the teacher will remain with the class.
13. The teacher will assist others as directed by the IC.
14. An All Clear signal will be given to return to your classrooms.
15. At the conclusion of the emergency, the teacher will walk the students back to the classroom in an orderly and silent manner.

### **Off-Site Evacuation**

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required:

- The principal (Incident Commander) will order the off-site evacuation of school [Insert name of off-site evacuation location listed on Rapid Responder]. Use PA, telephone, or ParentSquare.
- The principal will determine the safest method for evacuating the campus.
- Evacuation may include the use of school buses or simply walking to the off-site location.
- Teachers and students will stay together during the evacuation.
- Teachers will take classroom red backpacks and student rosters when leaving the building; and take attendance once classes are assembled in the new evacuation location. Student rosters need to be updated and changed out every semester (**minimum**).
- Once assembled off-site, teachers and students will stay in place until further instructions are given.
- In the event clearance is received from appropriate emergency personnel, the principal may authorize students and staff to return to the campus.

### **Evacuating Site by Bus**

Sufficient buses should be brought to the site to accommodate the entire student population and staff. Consideration should be given to keeping classes together to allow teachers to account for all students. **Take roll before leaving the campus.** Bus drivers should take the safest route to the pre-identified evacuation sites. Dangers should be avoided such as driving through flooded roads, crossing bridges over swollen rivers, etc. Upon arrival at the safe site, students should exit the bus and roll should be taken again. Attendance should be reported to the principal/designee.

Students should remain quiet and seated while on the bus. Students should keep their heads, hands, etc. away from the open windows.

### **Evacuating Special Needs/Disabled Individuals**

- Explain the nature of the emergency. Alarms or confusion may disorient a person, even when normally familiar with the area. Tell the person what needs to be done.
- Guide the person with you. Allow the person to take your arm below the elbow and instruct them to follow you. Remember to move slowly and communicate clearly with the individual.
- Advise the individual of any hazards or obstacles in the path.
- When you have reached safety, advise the individual of their location and stay with them, if necessary. Before leaving, make sure the individual does not need any further help.

### **To assist hearing impaired persons:**

- To get a person's attention, you can flash room lights, wave your arms, or tap on the person's shoulder.
- Gesture about what is happening and what to do (i.e., follow me, get down) or write on a board or paper the


nature of the emergency or the evacuation route.

**To assist mobility-impaired persons:**

- First ask the individual if they have medical/health needs, advice, or requirements.
- Individuals using wheelchairs can be pushed or accompanied to safety. If needed, seek help to safely assist the person.
- Individuals using canes, crutches, or walkers should evacuate themselves, except in the event that rapid evacuation is deemed essential.
- Do not attempt to transfer a person from a wheelchair unless absolutely necessary.

**Additional Evacuation Information for Teachers**

- Wait to hear instructions from an administrator or a designee.
- In circumstances in which you wait a long time without hearing anything you will have to make decisions yourself.
- If you are in an unsafe classroom (**the ceiling has collapsed wires are crackling, broken glass or chemicals are all over the floor you smell gas or smoke**) you will want to leave, but you must inspect your surroundings for damage before you move to safety.
- Have a buddy teacher watch your students while you find the best way to evacuate and the safest place to go. You may not need to go outside to the assembly area, but merely move from one room to another.
- Appoint a responsible student to lead the class while the teacher is last to exit the room seeing that everyone has cleared the room.
- Account for all your students before you leave the classroom.
- Leave doors locked at all times in the event of a real disaster.
- If the classroom damage forces your class to evacuate, take injured students with you only if moving them will not cause further injury. If you must leave an injured student try to protect the student from items that might fall during aftershocks. Mark and document the classroom with an 'X' on the door when leaving. Mark the time next to the 'X' and any other pertinent information (i.e., trapped person, deceased victim, etc.)
- As you lead students through corridors be alert to anything (dangling lights and ceiling struts, broken glass, slippery floors) that could hurt them or you.
- In an aftershock, everyone should duck, cover and hold until the shaking stops.
- Every teacher should briefly check (about a half-minute total time) with the teacher in the classroom to the left, to the right and across the hall to see if they are in need. Each teacher should be prepared to take a colleagues class while that teacher assists in the duties assigned to them by the Incident Commander or designee.

<b>Evacuate! (A location may be specified)</b>		
	<b>Students</b>	<b>Adults</b>
	<ul style="list-style-type: none"> <li>• Leave items behind if required</li> <li>• If possible, bring your phone</li> <li>• Follow Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Lead student to Evacuation location</li> <li>• Account for students and adults</li> <li>• Notify if missing, extra or injured students or adults</li> </ul>

## **GUIDELINES TO PREVENT DISRUPTION AT SCHOOL EVENTS**

Garden Grove Unified School District is committed to providing a safe and orderly environment for students, staff, and others on district property or while engaged in school activities. It is expected that each individual who accesses our public schools behave in a courteous and civil manner. Anything that threatens the health and safety of the members of our school community or otherwise disrupts the educational process or school activities will not be tolerated.

### **School Administrators shall remove any individual who, by his/her presence or action:**

- **Disrupts or threatens to disrupt normal operations at a school campus or any other district facility;**
- **Threatens the health or safety of anyone on district property; or,**
- **Causes or threatens to cause damage to district property or to any property on school grounds.**

Disruptive individuals may be prohibited from entering school facilities, including classrooms, auditoriums, athletic fields, parking lots, and staff offices where it would be disruptive to the educational process to allow entry. The school district may not bar individuals from sidewalks on the perimeter of the school facilities so long as the individuals are not engaging in activities that block traffic to or from school or otherwise disrupt the educational process or activities occurring in the school or school facilities.

Additionally, the principal or designee may direct any parent, guardian, or other person to leave school grounds or school activities if:

1. The principal or designee has reasonable basis for concluding that the person is committing or has entered the campus with the purpose of committing an act which is likely to interfere with the peaceful conduct, discipline, good order, or administration of the school or a school activity, or with the intent of inflicting damage to any person or property. (Education Code 44810, 44811; Penal Code 626.7)
2. The person fights or challenges another person to a fight, willfully disturbs another person by loud and unreasonable noise, or uses offensive language which could provoke a violent reaction. (Penal Code 415.5)
3. The person, without lawful business for being present, loiters around a school or reenters a school within 72 hours after he/she was asked to leave. (Penal Code 653b)
4. The person willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of students, staff, or others while attending, arriving at, or leaving school. (Penal Code 626.8)
5. Other restricted categories under Penal Code 626 including sex offenders, drug offenders, and those with a pattern of unauthorized entry.

Visitors to special events on school campus are generally invited (e.g., parents on back-to-school night) or have specific or limited permission (e.g., to watch athletic programs). Invitation or permission for visitors (including parents) to enter school campus for special events may be refused or revoked if designated administrators have a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

## **PROTOCOL**

### **Step 1: Designate the "chief administrative officer" for purposes of special events**

For a school/district event, the superintendent/school principal, if not present at the event, should assign a designee to serve as the "chief administrative officer." This typically is the highest-ranking administrator or administrative designee who will be present.

## **Step 2: Preparedness**

Ensure staff is properly trained regarding the school's right and obligation to ensure health and safety of students, staff, and the community.

The chief administrator/designee and custodian present at the event must have each other's cell phone numbers and notify each other immediately if protesters or individuals behaving in a disruptive manner enter onto school grounds.

As applicable, notify police department about dates and times of special events and make contact with the officer at the start of the event to notify him/her of any concerns. If unsure about requesting police presence, contact the Public Information Office for guidance.

Be on the lookout for people with signs, videotaping or photographing, or carrying bullhorns/megaphones.

Be aware of any surveillance cameras on site and instruct school/district employees to film any disruptive behaviors with their phone, in any areas not covered by cameras, without calling attention to themselves in order to document the disruptive behavior.

Protesters should not enter the school campus, and if they do, follow the guidelines below.

## **Step 3: Identify Disruption or Threat of Disruption**

Does the chief administrative officer have a reasonable basis to determine that the continued presence of a person or persons would be disruptive of the school activity?

Articulate the behavior and disruption caused by the person's conduct or words (e.g., interrupting presentation or event through the impermissible use of bullhorn, talking loudly, not remaining in seats, disturbing or upsetting other audience members).

## **Step 4: Disruptive Individuals**

- In the event of a disruption and when a police officer is present, the chief administrative officer should:
  - Immediately notify the police officer of the disruption and inform him/her that you are withdrawing consent for the disruptive party to remain on the campus and police should escort them off the property, under Penal Code 626.
- If a police officer is not present at the event, the chief administrative officer should inform the disruptive party that consent to remain on campus has been withdrawn.
  - If it is safe to do so, verbally inform the disruptive party that consent to remain on campus has been withdrawn and direct the person(s) to leave the school building or public school grounds. Inform the individual(s) that if they fail to leave, he or she will be guilty of a crime.
  - Or present the disruptive party with the following written statement (which should be reprinted for emergency use).

"California Education Code 44810 and 44811 prohibit disruption of school activities by visitors, including parents. You have been determined to have caused a disruption. Consent for you to remain on campus has been withdrawn and we have already contacted law enforcement. Please leave immediately."
- If individual(s) fail to follow directive, continue to have staff monitor the situation as a designated employee contacts police. Inform dispatch or officers of the following:
  - Description of disruption and disruptors as reasonably determined by the chief

administrative officer (name) under Penal Code 626.

- Refusal of individuals to leave after being directed to do so or continuing to cause a disruption from the perimeter of the school (e.g., preventing safe ingress into or egress of students and families from the school).
- Contact the school custodian who can ensure that all surrounding rooms are locked, secure, and not accessible to the disruptors. Protestors do not have the right to walk freely on campus.

#### **Step 5: Response to Guests and Staff at the Event**

- Protect students, parents, and employees first. If it is a meeting with a large crowd, the administrator in charge should calm the audience and announce over a microphone that the meeting is on hold and will resume when peaceful conduct is restored.
- Provide direction to the audience as to whether or not you would like them to remain seated and provide an estimated time that the meeting will resume. Offer instruction about what the guests should do while waiting. If it is a small meeting, the administrator or staff should identify a new room for the parent, students, or staff in which to gather to avoid the disruptive behavior. If behavior seems violent, engage in evacuation/safety measures.
- Once you have informed the disruptive party and vacated or secured all staff and parent participants, do not engage further with the offenders other than to share that police are on their way.
  - Be aware that protestors may remain on the public sidewalk so long as they do not interfere with parents and students lawfully entering and exiting this campus.”
- When police arrive, be sure that they first speak to the administrator in charge. If the police seem to be unaware of their role in escorting disruptive individuals off campus, please provide them the same verbiage you provided the disruptive party and immediately call your Direct Report who will follow-up with the Captain or Chief of Police.
- Send a report detailing a description of what occurred, along with the names and descriptions of the disruptors, to Public Information Officer Abby Broyles at [abroyles@ggusd.us](mailto:abroyles@ggusd.us) and your immediate supervisor as quickly as possible following the event.

## **EXPLOSION OR RISK OF EXPLOSION**

This section addresses four possible scenarios involving an explosion or risk of explosion:

- Scenario 1: Explosion on school property.
- Scenario 2: Risk of explosion on school property.
- Scenario 3: Explosion or risk of explosion in a surrounding area.
- Scenario 4: Nuclear blast or explosion involving radioactive materials (a nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout).

It is important to first determine which scenario applies and then implement the appropriate response procedures.

### **Scenario 1: Explosion on School Property**

#### General Procedures

1. Call 911.
2. Initiate "Duck, Cover, and Hold On" procedures.
3. Consider the possibility of another imminent explosion and take appropriate action.
4. After the explosion, the IC will initiate the appropriate response signal which may include a Lock Down or Evacuation. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, sound the fire alarm and everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
6. Any students separated from their classes should be incorporated into any adult-led group.
7. Follow the evacuation routes established in the fire drill plan. Create a safety zone -- at least 300 feet from the building.
8. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors.
9. Teachers should have class rosters so that each student can be accounted for once the evacuation is completed. Names of any students unaccounted for or students that have joined groups other than their own classes in the evacuation process should immediately be given to the IC.
10. The IC should formulate a list of students that could still be in danger with the assistance of other administrators or staff.
11. Limit the use of electronic and motorized devices – no open flames.
12. Attempt to suppress fires with extinguishers.  
*Note:* Ensure the use of proper type of extinguishers, i.e., Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
13. Contact the utility company with any damage to water lines, sewers, power lines or other utilities.
14. Any areas affected by the explosion will not be reopened until the City/County HazMat or appropriate agency provides clearance and authorization.

### **Scenario 2: Risk of Explosion on School Property**

#### General Procedures

1. Call 911.
2. Determine the appropriate response signal: Lock Down or Evacuation.
3. If an evacuation is warranted, follow standard evacuation procedures in Section 6.
4. If an explosion occurs, follow the procedures outlined in this section.

### **Scenario 3: Explosion or Risk of Explosion in Surrounding Area**

#### General Procedures

1. Call 911
2. The IC will initiate a Lock Down.
3. Do not declare an All Clear until the appropriate authorities have given authorization to do so.

#### **Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials**

##### General Procedures

1. The IC will initiate a Lock Down.
2. Call 911.
3. Staff members should attempt to establish an adequate barrier or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion. Move students away from exterior windows.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. Turn off the school's main gas supply, local fans in the area, lock doors and windows, shut down all buildings' air handling systems, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights.
6. Monitor radio or television announcements and initiate further action as appropriate.
7. Do not declare an All Clear until the City/County HazMat or appropriate agency provides clearance.

## FALLEN AIRCRAFT

An airplane crash on or near a school site could pose a number of hazards, including: damage/injuries from the impact, flying debris, hazardous materials spills, fires, explosions, structure collapse, mass casualties, and psychological distress. If a crash results in a fuel or chemical spill on school property, refer to Pages 119-123: Biological or Chemical Release.

After a crash event, the IC will direct the staff and students to do one of the following:

1. Remain indoors and await instructions.
2. Evacuate the facilities and form up in the assembly area, or other designated spot.
3. Evacuate the site to a designated area.

When an order to evacuate has been issued, take your ID card, emergency backpack, and escort your students to the designated area. Check your buddy teacher on the way out and assist or evacuate the class if necessary. Office staff must take the radios, keys, emergency backpacks, and staff rosters to the assembly area.

Report to the assembly area, take roll, and await further instruction. All staff and students must be accounted for.

Emergency teams will form up and begin operations at the direction of the IC.

All staff will remain on duty until notified by the IC.

### **If the facility is hit, the IC will direct the following:**

1. Call 911 and provide exact location and nature of the emergency.
2. Direct ERT members (Search and Rescue Teams) to secure the crash area to prevent unauthorized access.
3. Direct ERT members to organize fire suppression activities until the Fire Department arrives.
4. Determine the safest place for students and staff. This may include a complete or partial evacuation (on or off campus). Evacuate to a site uphill and upwind, if possible. The assembly team and student release team will be activated.
5. Direct the First Aid team to identify, triage, and provide medical assistance to injured students and/or staff members.
6. If any students or staff are injured or trapped, assign a Search and Rescue Team to work until Police or Fire personnel arrive.
7. Custodian (Police/Fire/Medical Coordinator) should turn off power supplies, electricity, and gas lines in affected building(s).
8. If possible, tape off area around entire wreckage to protect investigation. Have staff stand guard if safe to do so.



## LOCKDOWN


A **Lockdown** is only initiated when there is an active threat inside or very close to campus.

Students and staff are to enter or remain in a room that can be locked and maintain silence.

The main thing to remember is **“Locks, lights, out of sight.”**

**Procedure:**

- Recover students from hallway, if possible.
- Lock the classroom door.
- Turn out the lights.
- Move away from sight.
- Maintain silence.
- Do not move around the room.
- Do not open the door. Those who need to gain entry to your room will use keys (Administrators or Police Department) to open the room, if necessary.
- Prepare to evade or defend.
- Remain in the secure area until further notice.
- Take written attendance of who is in the room. Note any extra students and staff or anyone missing.
- The Lockdown is lifted when Administration makes announcement over the intercom.

<b>Lockdown! Lock, lights, out of sight.</b>		
	<b>Students</b>	<ul style="list-style-type: none"> <li>• Move away from sight</li> <li>• Maintain silence</li> <li>• Do not open the door</li> </ul>
	<b>Adults</b>	<ul style="list-style-type: none"> <li>• Recover students from hallway if possible</li> <li>• Lock the classroom door</li> <li>• Turn out the lights</li> <li>• Move away from sight</li> <li>• Maintain silence</li> <li>• Do not open the door</li> <li>• Prepare to evade or defend</li> <li>• Account for students and adults when able</li> </ul>

## MOTOR VEHICLE CRASH

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Biochemical or Chemical Release.

### **General Procedures**

1. Call 911.
2. Based on the location and extent of the crash, the IC will declare a Secure, Lock Down, or evacuation response.
3. If an evacuation is declared, students and staff will follow standard evacuation procedures. IC will determine safest location for evacuation site.
4. The IC will direct members of the Emergency Response Team (Search & Rescue) to secure the area surrounding the crash to prevent unauthorized access, until the police arrive.
5. The IC will direct the Search & Rescue Team to perform fire suppression activities, if necessary, until the fire department arrives.
6. The IC will direct the First Aid Team to check for injuries and provide appropriate first aid.

## OPIOID OVERDOSE

Opioids is an umbrella term for natural or synthetic drugs that are derived from – or related to – the opium poppy. Opioids attach to receptors in the central nervous system, reducing pain signals to the brain.

Commonly used opioids include oxycodone, morphine, codeine, heroin, fentanyl, methadone and opium.

Opioids dull the senses, induce relaxation and euphoria. They depress (slow down) breathing and the heart rate.

In high doses, opioids depress the body's natural urge to breathe. When someone is having an overdose, they can stop breathing and may die. Even if a person does not die from overdose, they can sustain brain damage.

### **Signs of overdose can include:**

- Falling asleep or losing consciousness
- Doesn't respond to stimuli like shouting, a pinch or sternum rub
- Slow, weak or no breathing
- Choking or gurgling sounds
- Limp body
- Cold and/or clammy skin
- Discolored skin (especially in lips and nails)
- Small, constricted "pinpoint pupils"

If you cannot get a response from someone, do not assume they are asleep. Unusual or deep snoring is a common sign of overdose. **Do not let people at risk 'sleep it off'.**

Sometimes it can take hours for someone to die from an opioid overdose. Action taken as soon as possible could save a life. If you think someone has overdosed, knowing how to respond is crucial:

### **Check for vital signs:**

**A-** Alert: Not responding to voice?

**B-** Breathing: Noisy? Shallow? Slow? Stopped? Strange snoring?

**C-** Colour: For fair-skinned people, blue or pale lips or fingertips? For darker skinned people, grayish or ashen lips and skin colour.

If you see any of these signs, you should immediately move to activate the response plan for opioid overdose.

Before you act, check for dangers such as needles.

Call 911 Immediately, tell the operator your location, and stay on the line.

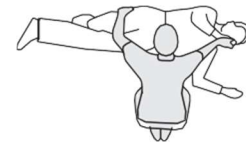
Try to get a response from the person by calling their name and/or giving a sternal rub (rub your knuckles firmly across their sternum).

If you can't get a response, put them in the recovery position allowing their airways to remain open.

## The Recovery Position

**Support face** Place the arm nearest to you at right angles to the body.

Place their other hand against their cheek.



**Lift Leg** Get hold of the far leg just above the knee and pull it up, keeping the foot flat on the ground.



**Roll over** Keep their hand pressed against their cheek and pull on the upper leg to roll them towards you and onto their side.



### If you HAVE Narcan/Naloxone:

1. Assemble the naloxone ready for use and inject the full amount into the outer thigh or upper arm (or use nasal spray).
2. Record the time of administration. Provide this information to paramedics when they arrive.
3. If the person is not breathing, apply rescue breathing (2 breathes every 5 seconds).
4. If there has been no response after 3-5 minutes, give another dose of naloxone. Remember to record the time of administration.

**Note: Naloxone will only temporarily reverse an overdose.**

### If you DO NOT HAVE Narcan/Naloxone:

- If the person is breathing, leave in recovery position and monitor breathing.
- If person is not breathing apply rescue breathing and continue until:
  - The person starts to breathe on their own
  - Ambulance arrives
  - Someone else can take over for you.

### What not to do in the event of a suspected overdose:

- Do **NOT** leave the person alone.
- Do **NOT** give the person anything to eat or drink, or try to induce vomiting.

## **SCHOOL BUS ACCIDENTS**

### **General Procedures**

1. Upon learning of an accident, obtain the bus number, location, and time of accident, number of injuries sustained, whether police/fire/ambulance is on the scene or are required, and the location of all injured parties from the person notifying the administration or other school employee.
2. Notify the IC.

### **IC Responsibilities**

1. Dispatch ERT to accident scene with Emergency Response Kit and student information cards. If this is a group on a field trip the student roster will advise you of which students, parents, and staff are on the bus. If this is a home-to-school bus, you will need to print an entire student roster report.
2. If there are injuries of students, determine if siblings of bus-riding students are still at school. Assemble these students and advise them of the accident and make them available for parent pick up.
3. When advised by ERT on scene of current status, direct appropriate notifications to be made.
4. If appropriate, respond to the hospital.

### **Responsibilities of Staff Person Riding on Bus**

1. Follow the Bus Drivers instructions and if appropriate call 911.
2. If danger of fire or if vehicle is in a precarious position, evacuate the bus and direct students to a safe location.
3. Have older students assist younger students.
4. Notify the school of the accident and the extent of the injuries.
5. Keep children under control. Have adults in area assist with tasks.
6. If students are transported to hospitals, determine which student(s) are going to which hospitals.

### **Responsibilities of ERT Responding to the Scene**

1. Assess the current situation and advise the IC.
2. Assist in the movement and/or control of non-injured students.
3. If parents arrive on the scene students are not to be removed from the scene until released by the Police.  
NOTE: Parents should be directed to either wait at home or report to the school site not the accident scene.
4. Designated ERT respond to the hospital(s) and provide support to injured students and their parents. Keep the IC updated on all medical conditions of students and staff.
5. Designated ERT member handles media inquiries at the accident scene. The hospital spokesperson will handle any inquiries regarding treatment of injured students.
6. Provide parent contact information to hospital if needed. Call parents from school in the case of uninjured students.
7. Returning uninjured students should be examined by the school nurse, school counselor or social worker, provided with breakfast or snack as appropriate, and be given the option of returning home for the day.
8. Prepare for possible media focus.
9. Create informational flyer to inform parents of accident.

## **SEVERE WEATHER**

In the event of a severe weather situation such as heavy rain, lightening, wind, or hail the IC will determine which action, if any, should be implemented. When necessary, the staff will take immediate action for the safety of the students without waiting for directions.

### **General Procedures**

1. Provide care for students at the site.
2. Listen to weather updates and stay informed ([www.nws.noaa.gov](http://www.nws.noaa.gov)).
3. Keep away from windows and doors.
4. Evacuate the buildings and move to a safe location if necessary.
5. Evacuate the site to another facility if necessary.
6. Begin student release procedures at the direction of the IC.
7. Upon official request, the site or portions thereof will be converted to a mass care shelter.

### **Flood/Mudslide/Flash Flood**

#### **General Procedures**

1. Call 911.
2. The IC will keep a battery-powered radio turned to a local radio station for information.
3. Determine appropriate response signal (Lock Down – Response or Evacuation).

### **Hurricanes**

**Definition:** Hurricanes are severe tropical storms that spiral around a calm center known as the eye. Wind speeds range from 74 miles per hour to a high of 220 miles per hour. Hurricanes may be accompanied by other severe storm hazards such as lightning, tornadoes, and flooding.

Hurricane Advisory – tells where the storm is located, the intensity of wind speeds, and the direction of movement.

Hurricane Watch – is issued for an area when there is a threat of hurricane conditions within 24 to 36 hours.

Hurricane Warning – is issued when hurricane conditions are expected in a specific area in 24 hours or less.

### **Lightning**

**Definition:** lightning is produced in all thunderstorms. In general, if you are close enough to a storm to hear thunder, you are close enough to be struck.

1. Move inside as quickly as possible
2. If a building is not available, move into a car with windows rolled up.
3. If outside – spread out, keep several yards apart from each other.

### **Severe Winds/Tornadoes**

**Definition:** Tornadoes are extremely violent localized windstorms. A tornado is characterized by a funnel cloud that reaches to the ground with wind velocity inside the funnel as high as 200 miles per hour. Tornadoes are usually part of a severe thunderstorm and may be accompanied by lightning, high winds, floods, and flash floods from extremely heavy rainfall.

Tornado Watch – indicates that conditions are right for a tornado to develop and that the sky should be watched.

Tornado Warning – indicates a tornado has been sighted or is spotted on radar.

Warning of hurricane/severe wind/tornado will come from local authorities. If high winds develop during normal hours of operation, the following emergency actions should be taken:

1. If outside, proceed with caution to nearest building, if time permits. If time doesn't permit lie flat on ground, preferably in a ditch or culvert if nearby.
2. Students and staff should be assembled inside building; avoid auditoriums, gymnasiums, and other structure with large roof spans.

3. Implement Duck, Cover, and Hold On if necessary.
4. Close windows and blinds.
5. Move away from windows and remain near an inside wall on lower floors if possible.
6. Relocate students from classrooms bearing full force winds.
7. Have maintenance staff shut off gas and electrical power.

### **Heat Emergencies**

Temperatures that hover 10 degrees or more above the average high temperature for that area and last for several weeks are considered “extreme heat” or a heat wave. Humid and muggy conditions can make these high temperatures even more unbearable. Really dry and hot conditions can cause dust storms and low visibility. Droughts occur when a long period passes without enough rainfall. A heat wave combined with a drought is a very dangerous situation.

### ***Before Extreme Heat Hits:***

#### **Keep it Cool**

1. Close all floor heat vents.
2. Seal gaps around window units with foam or duct tape.
3. Use a circulating or box fan to spread the cool air around.
4. Use aluminum foil covered cardboard in windows to reflect heat back outside.
5. Use weather-stripping on doors and windowsills.
6. Keep storm windows up all year to help keep cool in.

### ***During Extreme Heat***

Protect Windows – hang shades, drapes, sheets, or awnings on windows to reduce heat from entering building.

Conserve Power – stay indoors as much as possible.

#### **Conserve Water**

1. Check plumbing for leaks.
2. Ensure all toilets and showers are set to “low flow”.
3. Don’t leave water running.

**Smog Alert, Procedures Related to**

Air pollution reports are prepared daily by the South Coast Air Quality Management District and disseminated to the Education Center via an email alert when unhealthy.

Air quality information can be accessed via the Internet at <https://xappprod.aqmd.gov/aqdetail/AirQuality?AreaNumber=17>. This information includes daily forecasts and hourly updates. The district is located in air monitoring zone 17.

The SCAQMD designates air pollution episodes in six categories. Each category corresponds to a different level of health concern. Each category also has a specific color. The color makes it easy for people to quickly determine whether air quality is reaching unhealthy levels in their communities.

Daily AQI Color	Levels of Concern	Values of Index	Description of Air Quality
Green	Good	0 to 50	Air quality is satisfactory, and air pollution poses little or no risk.
Yellow	Moderate	51 to 100	Air quality is acceptable. However, there may be a risk for some people, particularly those who are unusually sensitive to air pollution.
Orange	Unhealthy for Sensitive Groups	101 to 150	Members of sensitive groups may experience health effects. The general public is less likely to be affected.
Red	Unhealthy	151 to 200	Some members of the general public may experience health effects; members of the sensitive groups may experience more serious health effects.
Purple	Very Unhealthy	201 to 300	Health alert: The risk of health effects is increased for everyone.
Maroon	Hazardous	301 to higher	Health warning of emergency conditions: everyone is more likely to be affected.

Because young people are more susceptible to the effects of air pollution, state and federal guidance identified the following actions that schools can implement to minimize exposure to poor air quality:

Activity	Green	Yellow	Orange	Red	Purple & Maroon
Recess (15 min.)	No Restrictions	Ensure that sensitive individuals are medically managing their condition. *	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities. *	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors. *	No outdoor activity. All activities should be moved indoors.
P.E. (1 hour)	No Restrictions	Ensure that sensitive individuals are medically managing their condition. *	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities. *	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes. Sensitive individuals should remain indoors. *	No outdoor activity. All activities should be moved indoors.



2146.3 Administrative Regulation (Continued)

2146.3

Activity	Green	Yellow	Orange	Red	Purple & Maroon
Athletic Practice & Training (2-4 Hours)	No Restrictions	Ensure that sensitive individuals are Medically managing their condition. *	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition. *	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Events	No Restrictions	Ensure that sensitive Individuals are medically managing their condition. *	Increase rest breaks and substitutions per CIF guidelines for extreme heat. Ensure that sensitive individuals are medically managing their condition. *	Increase rest breaks and substitutions per CIF guidelines for extreme heat. Ensure that sensitive individuals are medically managing their condition. *	Event must be rescheduled or relocated.

\*Sensitive Individuals include all those with asthma or heart/lung conditions.

Ref: EC Section 35161  
 Health and Safety Code Section 40400, SCAQMD Rule 701  
 Approved: September 23, 1971  
 Revised: October 18, 1979  
 Revised: March 4, 1986  
 Revised: November 20, 1998  
 Revised: July 1, 2000  
 Revised: October 7, 2020

## SECURE

Secure is implemented when there is a need to isolate students and staff from the outdoor environment. During Secure, no one should be outside a building.


### “Get Inside. lock outside doors”

Secure is called when there is something dangerous outside of the campus. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

Issue “**Secure**” when any of the following conditions are detected:

- ✓ As unusual odor or sound
- ✓ Visible smoke, vapor cloud, or fire outside school buildings
- ✓ Skin or eye irritation
- ✓ Any breathing difficulty
- ✓ Safety hazard reported by police/fire
- ✓ Electrical Hazard

- If inside, teachers will keep students in the classroom until further instructions are given.
- If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium.) Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
- Teachers are responsible to secure individual classrooms while Site Security/Damage Assessment Team will assist in completing the procedures as needed and teachers account for all students in the secure area.
- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual

<b>Secure! Get inside. Lock outside doors.</b>		
	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Return to inside of building</li> <li>• Clear Hallways and remain in room or area until the “All Clear” is announced.</li> <li>• Do business as usual</li> </ul>	<p><b>Adults</b></p> <ul style="list-style-type: none"> <li>• Bring everyone indoors</li> <li>• Lock outside doors</li> <li>• Close and lock classroom door</li> <li>• Increase situational awareness</li> <li>• Account for students and adults</li> <li>• Do business as usual</li> </ul>

## TERRORIST ACTS

**Definition:** Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

Terrorism targets often include government and military facilities, infrastructures, businesses with symbolic value, religious institutions, and public assemblies. Common terrorist attacks include but are not limited to: bombs/explosives; malicious destruction of property; sabotage; arson; shootings; and the use or threatened use of chemical, biological or radiological agents.

If any of the aforementioned occurs, immediately follow specific emergency response. For example: bomb or suspicious device found – follow protocols for bombs and suspicious devices.

### Warning, Intelligence or Suspicion

In the event there is a general warning of the possibility of a terrorist act occurring within the confines of Orange County, in conjunction with Administrators, Garden Grove Police Department, Orange County Sheriff's Department and Orange County Emergency Management Agency, heighten security policies throughout the school, to include (but not limited to):

- Report suspicious persons, vehicles, or packages. Pay particular attention to school buses.
  - Confirm the identify of all bus drivers. If you are unfamiliar with the driver – contact the bus company.
  - Report all unscheduled buses on or near school property.
- Secure unused buildings or portions thereof.
- Ensure positive identification and accountability for visitors.
- Increase liaison with police – advise and update staff and students.
- Increase patrols (perimeter and interior).
- Control and limit access to the building.
- Cancel or suspend extra-curricular activities.
- Inspect all buses used to transport students.

## UTILITY LOSS OR FAILURE

This procedure addresses situations involving a loss of water, power, or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

### General Procedures

1. Communicate with school administration when a power failure or loss of utilities in any part of the school building occurs.
2. If necessary, call 911 and provide them with location and nature of the emergency.
3. Inform the custodial staff of the situation.
4. Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
5. Locate flashlights with batteries to use until power comes back on. Do not use candles – this can cause a fire.
6. Turn off sensitive electric equipment such as computers, VCRs, and televisions.
7. Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.
8. Check the status of the fire alarm system. The system should have a secondary back up power supply and should be operating. This is important, as the cause of the electrical failure may be the result of an electrical fire.
9. Assess need for further assistance. Contact the appropriate utility company.
10. Consider the need for evacuation or early dismissal of the school based on the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services.
11. Should the school be without electricity for an extended period, notify appropriate individuals/agencies District Office (714-663-6133).
12. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
13. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer: Explosion/Risk of Explosion.

## WILD ANIMALS

The presence of wild animals/biological hazards on campus are localized incidents and the expectation is that sufficient police, fire, and school district personnel would be available to assist the impacted school(s).

### Wild Animals

- If you see a coyote or other wild animal near your school, do the following:
  - Notify the office/principal immediately.
  - Call 911 or the City of Garden Grove Animal Services at (714) 741-5286.
  - If you are outside supervising students' recess or lunch and see a coyote or any other wild animal, you should immediately direct the students inside and Call 911 and your office/principal.
  - Never try to approach, catch or feed a wild animal. Let animal control handle the situation.

### Bees

- If outside and see a swarm, do the following:
  - If someone is stung, Call 911.
  - Monitor reaction and if needed Administer EpiPen.
  - Do not swat. Move inside and notify the principal/custodian as well as Maintenance & Operations.
  - Once inside, close windows and doors.

# SECTION 7- APPENDIX



# STUDENTS WITH DISABILITIES ACCESS AND FUNCTIONAL NEEDS



## Overview- Emergency Planning for Students with DAFN

Garden Grove Unified School District is committed to meeting the needs of all students in the event of an emergency, including those with special needs and disabilities.

California Education Code § 32282 specifies that school systems must make specific emergency planning provisions for Students with Disabilities, Access and Functional Needs (DAFN) by identifying appropriate strategies and programs that will provide or maintain a high level of school safety and the school's procedures for complying with existing laws related to school safety. In accordance with the Americans with Disabilities Act of 1980 (42 U.S.C. §12101 et seq.), this shall include the development of "disaster procedures, routine and emergency, including adaptations for pupils with disabilities." This means each Garden Grove Unified School District site must anticipate and prepare for a range of potential emergency response concerns related to Students with DAFN.

Students with DAFN are dispersed throughout GGUSD campuses, we must take into consideration the needs of these students to identify students' needs therefore ensuring their ongoing safety requires each school site keep up-to-date information on their whereabouts and disabilities. While special education (SPED) teachers have a personal understanding of each student's specific safety concerns and evacuation requirements, this information needs to be collected and shared in a systematic way. Otherwise, critical information required to safely evacuate them would be lost, if their teachers were ever incapacitated or otherwise unavailable in an actual emergency.

### **Reporting**

On **an annual basis** when the Comprehensive School Safety Plan is updated, a Students with DAFN list with information on their classroom location and a code identifying their disabilities will be updated. With the updated list and the information gathered by teachers and staff on each student's disability and risk factors, special education teachers and site administrators should regularly update and share the information required to safely evacuate each Student with DAFN. Sample Risk Codes to designate students who are at increased risk during an emergency and need assistance or special attention:

Code	DAFN	Factors that Elevate Risk
AUT	Autism	May panic, run, not understand direction or other behaviors. May be non-verbal or use argumentative communication.
ED	Emotional/Mental Health	May disobey or resist direction, may panic.
HI	Hearing Impairment	Needs specialized communication for direction in an emergency, may not respond to oral language or auditory clues.
ELD	Language	Has limited understanding of the English language.
MED	Medical	Is medically fragile, has need for medical devices.
OH	Orthopedic	Has an injury or physical disability that limits mobility.
ID	Intellectual Disability	Has limited ability to understand environmental events, situations, or procedures. May be non-verbal.
VI	Vision	Is blind or has a visual impairment that limits the speed of movement or requires guidance from a sighted person.
WC	Wheelchair	Requires the use of a wheelchair or cannot negotiate stairs and is dependent on an elevator.



### Planning Guidelines

The planning process should begin with each school site assigning a representative to meet regularly with Education Specialists and staff. **This representative should be part of the school's safety committee.** This individual can work with the teachers to identify the equipment, medication, psychological needs and other particulars associated with each Student with DAFN and to regularly test and evaluate evacuation procedures. The emergency information related to each student's specific evacuation and parent reunification requirements should be kept up to date and readily accessible throughout the school year. Ongoing changes may include contact information, disability information, enrollment, transportation or class schedule.

Each student's plan takes into account such things as primary and secondary routes for the student throughout the day as well as special assistance required (including buddy and equipment). Copies of this plan should be kept in the classroom and in the school office. In the classroom, this information should be kept on a readily accessible clipboard or key ring to ensure portability and easy access in an emergency.

- At a minimum, each school within the district will maintain and update its roster of students with DAFN to include, but not limited to mobility, hearing, sight, and serious breathing and stress-induced illnesses that may affect a person's ability to egress from the building.
- Each school shall designate a team of staff members who will coordinate the safe refuge or the evacuation of those with disabilities. These may be members of the school's search and rescue team as designated by their Comprehensive School Safety Plan.

### Evacuation of Students with DAFN

#### Overview

- Students with learning disabilities may have difficulty reading or understanding complicated directions for evacuation or response plans. Simple diagrams or pictures can provide non-reading or overstressed students with sufficient information to get to safety.
- Visually impaired students should have an extra cane in case of emergencies. Visually impaired students may need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
- Hearing impaired or deaf students may need face-to-face contact in order to read lips. Writing on a note pad is **only practical**, if there is enough light to see.
- For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of obstacles in their paths or elevators not operating. Special pre-planned assistance must be provided.
- Communicating information and instructions will vary according to need: visual aids, sign language, large print, etc.
- Alarm systems for fire, etc., should incorporate both audible and visual elements. Hearing impaired and deaf students may be best alerted by flashing light alarms. Emergency back-up lighting systems may benefit students with limited visual acuity.

#### Mobility Impairments

If students are in immediate danger and cannot be moved to a safer area to wait for assistance, it may be necessary for teachers and/or staff to evacuate them. Students with mobility impairments who are able to walk independently, either with or without the use of crutches or a cane, may be able to negotiate stairs in an emergency situation with minor assistance. Even some students who customarily use a wheelchair may be able to walk independently in an emergency situation. If danger is imminent and the person is able to walk down stairs with some assistance, it is advisable that they wait until the heavy traffic has cleared before they attempt to evacuate.

If mobility impaired students cannot exit the premises by their own ability, they should not be evacuated by untrained personnel unless the situation is life-threatening. If the situation is life threatening and emergency personnel are not available, teachers and staff may need to assist using an evacuation chair or a carry technique. Carrying options include using a two-person lock arm position, or having the person sit in a sturdy chair preferably with arms. Before taking action, always ask the student their preferred method of assistance.

It may be necessary to help clear the exit route of debris (if possible) so that the person with a disability can move out to a safer area. Persons on respirators should be given priority assistance in emergencies involving smoke or fumes because their ability to breathe is seriously jeopardized.

If people with mobility impairments cannot exit, they should move to a safer area, e.g., most enclosed stairwells, or an office with the door shut which is a good distance from the hazard (and away from falling debris in the case of earthquakes).

Teachers and staff should notify police or fire personnel immediately about any students remaining in the building and their locations. Police or fire personnel will decide whether these students remain safe where they are, and will evacuate them as necessary.

### **Non-Ambulatory**

Evacuating and/or sheltering non-ambulatory students requires additional resources and planning. Some planning considerations include the following:

- Evacuation routes should be chosen that do not require travelling over muddy, soft or uneven terrain to prevent wheelchairs from slowing or getting stuck.
- Students in wheelchairs should be evacuated last to ensure they do not inadvertently block the exit. This means that planners must allow for extra time to evacuate as well as extra staff to ensure that ambulatory students evacuating first are not neglected while those that need extra assistance are being looked after.
- In an earthquake, students in wheelchairs should move away from windows, high furniture and other dangers and seek cover in a doorway. Be careful to ensure that any doors do not swing back and impact students
- Position students away from outside walls, at a point where walls intersect, or in a washroom or closet. Lock the wheels of the wheelchair once they are in a safe and protected position.
- Students should cover their heads with their hands.
- Some non-ambulatory persons have respiratory complications or rely on electric artificial respirators. They should be given priority assistance if there is smoke or fumes, as their ability to breathe could be in serious danger.

Evacuation of non-ambulatory persons is much more complicated than that of others. In keeping with current philosophy and preference to "stay in place," fire and school safety experts recommend that unless danger is imminent, students in wheelchairs should remain in a room until emergency rescue personnel arrive and determine the necessity for their evacuation. The student's teacher or aide should be designated to go outside and inform emergency personnel of the location of the non-ambulatory student. Whenever possible, someone should remain in the facility with the person with the disability. Again, in case of a false alarm or a small, isolated fire, it may not be necessary to risk a complicated evacuation.

In the event of immediate danger (e.g. fire, smoke, etc.) it is advisable for the student in the wheelchair to move horizontally within the facility to a safer area. Go to a room with an exterior window and telephone, and wait (with the doors closed) for the rescue personnel to arrive. Only in situations of imminent danger should untrained people attempt to manually evacuate wheelchair users. Doing so may involve dangers of its own, especially if there is limited assistance or if multiple floors are involved. There is additional risk if the person has quadriplegia with limited neck, arm, and trunk control; if spasticity is a factor; or if apparatuses such as respirators, catheters, etc. are involved.

Some non-ambulatory students will be able to exit safely without assistance out of single-story buildings. All 2+ story buildings will require persons to be carried out. Attempting to lift a wheelchair down a flight of stairs is very risky and should not be attempted unless the student is in genuine danger and no other options are available. Wheelchairs can be extremely heavy, and have many moveable parts and vulnerable points that are not constructed to withstand the stress of lifting (e.g., the seat bar, footplates, wheels, movable armrests - see illustrations and Wheelchair Nomenclature in Appendix B).

If the student requires assistance evacuating down a stairway and needs to be moved in their wheelchair, see illustrations and procedures for Moving a Wheelchair Down a Series of Steps (see Attachment A - the wheelchair user will be carried facing away from the stairs). Teachers should never attempt to carry students with disabilities. A zero-lifting policy should be maintained. Only in the event of imminent danger and no immediate means of egress (lift, evacuation equipment, etc.) should a teacher attempt to carry students down stairwells. It is general practice that a mobility-impaired individual instructs, if possible, a rescuer or helper in how best to move them from an unsafe area. For example, the traditional "fireman's carry" may be hazardous to someone with respiratory weakness or debilitation.

Some non-ambulatory students have no upper trunk or neck strength to assist in being carried out. If a seatbelt is available, secure the person if use of a chair is the method employed to carry the person to safety. If moving a person more than three (3) flights, a "relay team" arrangement is needed. If a wheelchair is left behind, do not leave it in an exit path or doorway to become an obstacle.

Again, while it is best to let professional emergency personnel (firefighters with oxygen equipment) conduct the evacuation; a student with a mobility limitation can be carried by two people who have interlocked their arms to form a "chair", or by carrying the person in a sturdy office chair in the case of extreme emergency.

Power wheelchairs may have heavy batteries, which are difficult to remove. In this situation, the best response may be to ask the student to transfer to an evacuation chair, if one is available, so that they can be moved immediately. If it is not possible for the person to be removed from the chair (i.e., if the person uses respiratory equipment that is attached to the chair), wait for assistance. If attempting to move a power wheelchair, remove the batteries. Make sure the footrests are locked, the motor is off, and it is in neutral gear. Some power wheelchairs and scooters may not have heavy battery packs, and may be moved with little difficulty. If the person prefers to be removed from their wheelchair, their needs and preferences will vary. Always consult the student as to his/her preference with regard to:

- Ways of being removed from a wheelchair.
- The number of people needed for assistance.
- Whether to extend or move extremities when lifting because of pain, catheter, leg bags, spasticity, braces, etc.
- If a seat cushion or pad should be brought along with him/her, if he/she is removed from the wheelchair.
- Being carried forward or backward on a flight of stairs.
- If a person is removed from the wheelchair (i.e., a stretcher, chair with cushion pad, or car seat) perhaps paramedic assistance might be needed.
- The student will want their wheelchair retrieved as soon as possible. The wheelchair is essential to the person's mobility and should be given a high priority to be retrieved as soon as possible. Inform Public Safety of the location of wheelchairs to be retrieved.

### **Deaf and Hard of Hearing**

Special precautions in emergency situations are required for the deaf and hard of hearing. First responders may not immediately realize that these students cannot hear evacuation warnings and instructions. Among other things, this puts them at risk of being left behind in the confusion of an emergency.

Visual instruction tools must be developed and explained before and during drills to ensure these students are familiar with the evacuation process. Possible examples could include instructional signage, flip charts, and physical motions. Teachers and aids who are able to communicate via sign language should relay emergency procedures as well as instruction from First Responders.

In those classrooms or school buildings that are not equipped with visual (flashing light) evacuation alarms, alternative warning techniques will be required to assist persons with hearing loss who may not otherwise perceive an emergency exist is required.

**Two (2) methods of warning are:**

- Write a note or show a picture that states what the emergency is and what the evacuation route is (i.e., "Fire - go out the rear door to Parking Lot.")
- Turn the room lights on and off to gain attention - then indicate through hand gestures or writing (i.e., on a blackboard) what is happening and where to go.

Offer visual instructions for the safest route or directions by pointing toward exits or evacuation map. People who cannot speak loudly, or with voice/speech impairments, may be carrying a whistle or have other means of attracting attention of others.

**Other considerations when working with Individuals with Hearing Disabilities:**

- Flick the lights when entering a hearing-impaired person's area.
- Establish eye contact, do not cover your mouth or turn your face away.
- Never chew gum.
- Use facial expressions and hand gestures as clues.
- Use paper and pencil or small whiteboard with marker
- Do not allow others to interrupt you when you are giving information.
- Be patient.
- Provide the individual with a flashlight for signaling his/her location.
- Learn a number of "signs" to assist communication in a disaster.
- Assign the student with Hearing Disability a "hearing" buddy to help guide through the process

**Blindness or Visual Impairment**

Most visually impaired students will be familiar with their immediate environment and may have learned locations of exits and fire alarms in advance. Teachers should have an emergency plan in place, such as inform students of the nature of the emergency and offer to guide the visually impaired student by offering the left/right elbow (this is the preferred method when acting as a "Sighted Guide").

Further instructions for Sighted Guide are as follows: Sighted Guide should put out the back of his/her hand and make contact with the back of the student's hand. Once contact has been made, the student will trail up the person's arm locating the elbow. The Sighted Guide will then press his/her elbow against his/her rib cage. The student will follow approximately half a step behind the guide as he/she holds onto the elbow, never breaking contact, unless told to do so.

Do NOT grasp a visually impaired person's arm, unless you have asked or warned them ahead of time.

Give verbal instructions to advise about the safest route or direction using compass directions, estimated distances, and directional terms. As you walk, tell the student where you are and advise of any obstacles along the way, e.g. stairs, overhanging objects, uneven pavement, curbs, narrow passageways.

When you have reached the designated evacuation area, orient the student to where he/she is and ask if any further assistance is needed.

Some individuals may have dog guides that may be disoriented during the emergency, and may require additional assistance. White canes and other mobility aids should **NEVER** be left behind.

**Other considerations when working with Individuals with Vision Disabilities:**

- Announce your presence and identify yourself.
- Speak naturally and directly; do not shout.
- Offer assistance, but let the person explain what help is needed.

- Describe the actions to be taken in advance.
- Allow the individual to grasp your arm or shoulder lightly for guidance.
- Warn of narrow passages, ramps, doorways, etc.
- When guiding a person into a chair, place his or her hand on the back of the chair.
- If leading several people with visual impairments, ask them to hold hands.
- During evacuations, ensure people with impaired vision are not left unattended.

### **Autism and Cognitive Disabilities**

Individuals with autism and other developmental disabilities may have difficulty distinguishing First Responders, school staff and others from "strangers." Teachers should anticipate that, in times of emergency, when a variety of individuals are thrown together under chaotic circumstances, children with cognitive disabilities will face particular difficulties. First Responders are often not aware of this and can inadvertently startle or upset students with DAFN in the course of an evacuation. Education Specialists should be proactive in identifying themselves to First Responders and others and quickly updating them on the needs of their class.

Some students with Autism are particularly sensitive to sounds, and they may have difficulty in tolerating the new and unfamiliar noises such as sirens and other aspects of the evacuation. Likewise, individuals with Autism or other developmental disabilities may be sensitive to new situations, places or disruptions to their routine. Education Specialists and staff assisting with the emergency response should be very proactive in identifying themselves and others and instructing First Responders as to students' disposition and requirements.

When possible, Education Specialists should wear colored vests, t-shirts, hats or badges to designate themselves as Education Specialists. This will ensure that First Responders and other staff understand which students will need extra attention in an evacuation. This also helps family members and others at a shelter or reunification site quickly identify which teachers have firsthand knowledge of their children.

Individuals with Autism may be sensitive to sounds, lights, or textures. Because they can express this sensitivity in a variety of ways, it is helpful to consider how the evacuation process as well as an offsite shelter environment might be modified to be more successful. Oftentimes, using visual cues, such as directional signs to designate these modifications can help individuals with disabilities to make sense of a chaotic situation. In considering ways to make their stay in the evacuation area successful, talk with the student to discern what about the offsite shelter space may present a challenge. If an individual is uncomfortable in the available area, consider what other spaces or pieces of furniture are available to you (e.g. a carpeted area as opposed to a tiled one).

In large open settings such as evacuation areas, gymnasiums and offsite reunification centers, consider how to best create "personal space" for individuals who may be sensitive to being close to new or unfamiliar people. This may mean splitting up large auditoriums into distinct areas. You can help individuals with autism recognize these boundaries by using colored tape, string, or some other visual barrier, including furniture placement.

Minimize wait time: When individuals with Autism and other developmental disabilities have their routines interrupted, they may have a difficult time understanding what activities will occur next. Teachers should work to keep each student actively engaged with the group and the evacuation process.

Other considerations when working with Individuals with Cognitive or Learning Disabilities:

- Understand that their perception of written instructions or signs may be confused.
- Divide directions or information into simple steps.
- Give one direction at a time.
- Their sense of direction may be limited.
- Use simple signals and symbols.
- A person's ability to understand speech is often better developed than his/her vocabulary.
- Be sure to give individuals with learning disabilities sufficient information.
- Individuals with cognitive or learning disabilities should be spoken to and treated in an age-appropriate manner.

## Seizures (Source: Epilepsy Foundation)

### Seizure First Aid:

- **Stay with the person and start timing** the seizure. Remain Calm and notify the front office or health office
- **Keep the person Safe.** Move or guide away from harmful objects.
- **Turn the person on their Side** if they are not awake and aware. Don't block airway, put something small and soft under the head and loosen tight clothing around the neck.
- **DO NOT RESTRAIN!** Do not put ANYTHING in their mouth! Wait for help to arrive.
- If a person appears to be choking, turn them on their side and call for help. If they are not able to cough and clear their air passages on their own or are having breathing difficulties, call 911 immediately.

It is important to stay with the person until they are awake and alert after the seizure. Most seizures end in a few minutes. Injury can occur during or after a seizure, requiring help from other people.

### *Be sensitive and supportive:*

- Seizures can be frightening for the person having one, as well as for others. People may feel embarrassed or confused about what happened. Keep this in mind as the person wakes up.
- Reassure the person that they are safe.
- Once they are alert and able to communicate, tell them what happened in very simple terms.
- Offer to stay with the person until they are ready to go back to normal activity or call someone to stay with them.

### When to Call 911:

- Seizure lasts longer than 5 minutes
- Repeated seizures
- Difficulty breathing
- Seizure occurs in water
- Person is injured, pregnant, or sick
- Person does not return to their usual state
- First time seizure
- The person asks for medical help

### Seizure First Aid for a person in a wheelchair:

- **Stay with the person and start timing** the seizure. Remain Calm and notify the front office or health office
- **Keep the person safe.** Apply the wheelchair brakes. Loosely fasten seat belt to prevent the person from falling from the wheelchair.
- **Lean the person slightly to one side** to aid drainage of any fluid/food in their mouth. Loosen tight clothing around the neck. Recline the wheelchair backrest, do NOT tilt the chair.
- **DO NOT RESTRAIN!** Do not put ANYTHING in their mouth! Wait for help to arrive.
- **Support head and protect airway**
- After the seizure has stopped, carefully remove the person from the wheelchair and place them in the recovery position, lying on their side.

### Areas of Refuge

Each classroom should have a pre-designated "Area of Refuge" or safe area where students can shelter if evacuation is not possible or advisable. If leaving a student in an anticipated Area of Refuge is not viable, the student must be evacuated. Evacuation devices should be accessible within a reasonable amount of time and could be pre-staged in secure areas near stairwells. Evacuation devices include slings, stretchers, sleds, and evacuation chairs. Manual wheelchairs could also be staged near major doorways so that individuals may use them once safely evacuated from the building.

When an emergency alarm is sounded or a threatening situation is discovered, designated staff members shall move immediately to areas of refuge within the school. Each school principal will designate these areas and clearly communicate this information with local Fire and Police responders. In some instances, this area will be a stair landing; stairwell or other acceptable designated area.

At the area of refuge, designated staff should immediately contact other staff or emergency personnel already in areas of safety. Based on threat and imminent danger staff must decide to Secure, Lockdown, or to evacuate completely.

### **Lockdown - Secure**

Based on threat level, location and imminent danger, it may be safer to keep staff, students, and visitors in a *safe place* during an emergency. Likewise, if a Student with DAFN cannot get far enough away from the danger via evacuation, then that person should remain in a clearly designated area that is easily accessible and known to all participants. These students would remain indefinitely in a specific area of refuge in the classroom. Portable or self-contained classrooms should also have pre-designated areas of refuge.

Designated staff should ensure that students are able to *Secure* with adequate supplies (including medications, access to water and food, etc.). Other items to stock when appropriate include extra wheelchair and hearing aid batteries, oxygen, catheters, or other special equipment that might be needed.

### **Emergency Response Process**

What actions need to be taken once the event begins?

- Sound the alarm/communicate the emergency to the class.
- Staff and students need to respond per the school's emergency plan.
- Use the buddy system (evacuation assistants).
- Retrieve student evacuation emergency cards and utilize Go-kits if they are available.
- Move to evacuation area if possible, if not move to designated area of refuge.
- If imminent danger, evacuate using assistance devices.
- Report status to the principal/Incident Commander.
- What actions need to be taken once students have been evacuated?
- Once in the evacuation area, teachers assess students' needs and request additional support if needed.
- Report evacuation status to the principal /Incident Commander.
- If a student is waiting in an Area of Refuge, provide first responders with the location, special assistance requirements, buddy if assigned, and preferred communication method.
- Specify special transportation requirements if moving to alternate location.

### **Recovery**

Professional mental health assistance is an important aspect of the recovery process in the event of a serious incident. School emergency response planners should meet with local mental health resources for planning input and, where possible, to arrange for appropriate training. If possible, the District should initiate formal agreements with mental health providers to deliver developmentally-appropriate mental health services for students of varying ages.

- This team could be made up of the school psychologist, mental health specialists, and school counselors.
- Counseling should be arranged to address immediate and short-term recovery needs and identify individuals needing referrals.
- For treatment of students who have experienced trauma, staff and community partners should explore opportunities for training in Cognitive Behavioral Intervention for Trauma in Schools, (CBITS) and Healing after Trauma Skills, (HATS).

### **Training Appendices**

In addition to regularly reviewing this plan and participating in emergency response drills, staff should be trained in evacuating students in wheelchairs and the non-ambulatory. The following appendices provide an overview of various techniques and considerations that should be familiar to all Education Specialists and those that will be assisting students in an emergency event.

Staff should train using actual wheelchairs. To avoid potential injuries, carrying techniques should only be used with Students with DAFN in the event of an actual emergency where there is no other option to move a student away from imminent danger. For training purposes, teachers and staff should practice carrying techniques on each other.

### Training Appendix A: Moving a Wheel Chair Down Stairs

In situations where the wheelchair user must be carried up or down a flight of steps it is desirable to have a minimum of two assisting persons, with four assisting persons preferred for adults or heavy persons. The strongest person(s) should be placed at the back of the chair. It is also advisable to check to see if anyone has any physical condition that contraindicates lifting, such as heart condition or back problems.

#### Procedure:

- The wheelchair should be gripped by the handles on the back of the chair. If two people are assisting, one holds the hand grips; the other assists in front. If there are four, at least two assist in the back; each person gripping one of the handles. Where the other assisting person grips depends upon which parts of the chair are removable. If the wheelchair arms are removable, do NOT grip them. This must be stressed because it is the first place an assisting person will grip. If the leg rests are removable, do NOT grip them. The assisting person(s) who will be in front should grip a part of the wheelchair which is not removable, such as the front seat frame or leg rest (if not removable).
- **DO NOT** carry the wheelchair up or downstairs. This is the quickest way to back trouble for the uneducated or unheeding. ROLL the wheelchair up or down the stairs. Let the wheelchair carry the weight, not the back of the assisting person.
- Keep the wheelchair slightly tilted back to keep the wheelchair user secure. However, do not tilt too far; this makes the assisting person(s) behind the wheelchair bend too far forward; this could cause the person(s) to lose balance and pitch forward.
- Always keep the wheelchair user facing away from the stairs.

### Training Appendix B Wheelchair Operation

The following represents the varying weights, lengths, and widths of wheelchairs, both electric and manual, with person in it. The American National Standards Institute states that doorway widths should be 32 inches.



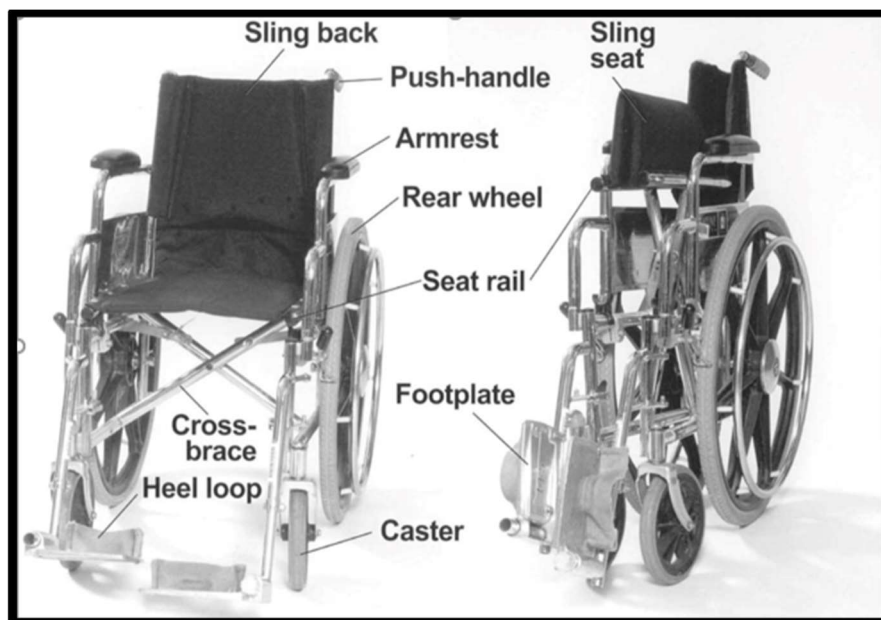


Weight	Length	Width
200 Pounds	48 inches	25 inches
360 Pounds	50 inches	26 inches
375 Pounds	63 inches	63 inches

### How to Open and Fold Wheelchairs

**To Open Chair:** Tilt chair to one side, push down on seat rails.

**To Fold Chair:** Fold up the footplates, tilt chair to one side, lift upward on seat rail or on upholstery next to seat rail. For chairs with detachable or offset arms, fold by lifting carrying straps.



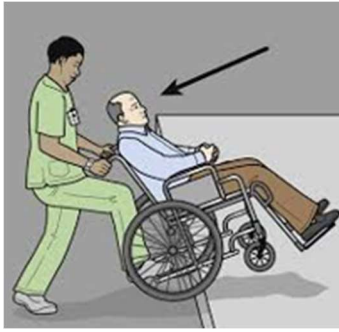
**Procedure:**

1. Remove the seat cushion, back rest, or any other such additional equipment.
2. Push heel straps (clips, leg rests, etc.) forward and fold the foot plates up.
3. If seat straps are available (loops attached to either side of seat frame), grip both straps and pull up. If seat straps are not available, grip the center, front and back edges, of the seat and pull up. This should fold the wheelchair in half. Kept the seat pushed down between the frames and the back rest pushed back. This will allow for optimal closure.

**Curbs and Single Steps**

There are generally two methods which can be used to assist a person in a wheelchair over a curb or single step. The wheelchair can be rolled down off the curb, or the step: backwards or forwards. Which method used depends upon the preference of the user, the environmental situation, the strength of the assisting person, and the confidence the wheelchair user has in the assistant. As in all activities, if the wheelchair user does not have sitting balance, a seat belt should be attached to the wheelchair and used.

**A. Backward:** The least taxing method on the assisting person and usually the safest for the wheelchair user, is to turn the wheelchair around until it can be rolled off the step or curb backwards.



When the wheelchair is being rolled backwards off a curb, support it by lightly pressing against it.

**Procedure:**

1. Just before reaching the edge of the curb or step turn the wheelchair around so that it is facing away from the edge.
2. Holding tightly to the handles, back the wheelchair down off the curb. Let the rear wheels roll down over the edge. Additional support can be furnished by pressing a hip against the back of the chair as it comes off of the edge. (See figure 4.)
3. To prevent the front wheels coming down with a jar that could throw the wheelchair user out of the chair, press a foot on the anti-tipping bar as the chair is backed away from the curb. Then gently lower the front wheels to the ground.
4. Turn the wheelchair around, being careful not to clip the ankle of a passer-by and proceed on your way.

**B. Forward:** This method is effective if the assisting person is experienced in handling wheelchairs. It is most useful on crowded street corners and places where the wheelchair cannot be turned around to go off an edge backwards. The wheelchair user should have on a safety belt or be holding to the chair to prevent being thrown forward out of the wheelchair.

**Procedure:**

1. As the curb is approached, place one foot on the anti-tipping bar and tip the wheelchair back on the large wheels. This keeps the wheelchair user securely in the chair as the chair rolls off the edge. The assisting person should not be supporting the weight of the wheelchair user, but just keep the wheelchair balanced on the large wheels.
2. Once the front wheels are up, remove the foot from the anti-tipping bar. Continue rolling the wheelchair off the edge with the front wheels up.
3. After the large wheels are off of the edge, allow the front wheels to drop down gently by pressing a foot on the anti-tipping bar as the wheels come down.

**Rolling on the Rear Wheels**

Can be used to roll the wheelchair over the following types of terrain: going over railroad tracks and grates embedded in the street or sidewalks; soft lawns, sand, snow, etc., even deep pile carpets. These types of terrain tend to throw the front wheels aside or cause them to sink in, making the progress difficult if not impossible.

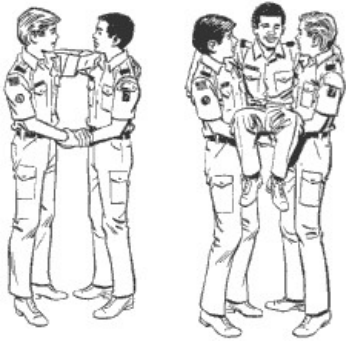
**Lifting the front wheels of the surface gives the assisting person more control over the wheelchair.**

If the assisting person is not strong enough (although it actually takes little physical strength if the wheelchair is kept balanced) or doesn't feel confident, it is advisable to turn the wheelchair around and go backwards over rough terrain. This also puts the front wheels out of the way as they are following rather than guiding the wheelchair. Remember not to tilt the chair too far backwards.

## Training Appendix C

### Methods of Assistance

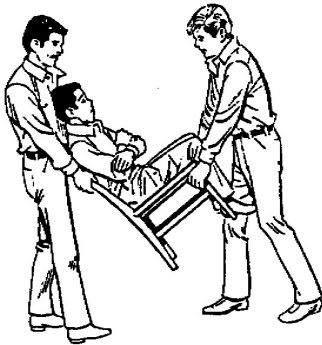
Two handed chair carry



Packstrap carry



Chair carry



Walking Assist



Two Person Carry



Carry by Extremities



# EMERGENCY REPORTING FORMS

(FOR REFERENCE USE)



**Garden Grove Unified School District  
ACCOUNTABILITY FORM- TEACHER REPORT**

(Please account for students and staff under your care, complete form and submit to Command Post Immediately)

Name of Teacher/Supervisor: \_\_\_\_\_ Room: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

ALL STUDENTS ARE HERE:                      YES                      NO

Circle One

**Students Absent from School Today:**

1.	2.
3.	4.

**Students with you needing more first aid than you can handle:**

1.	2.
3.	4.

**Students left injured in the classroom; describe injury:**

1.	2.
3.	4.

**Students who left campus; identify with whom if known:**

1.	2.
3.	4.

**Students whose whereabouts are unknown:**

1.	2.
3.	4.

**Students or classroom volunteers present, but not with you now (left room, other location, etc.):**

1.	2.
3.	4.

**Other Students or volunteers present, but not assigned to your classroom:**

1.	2.
3.	4.

**Other Concerns- Issues**

1.	2.
3.	4.



**Garden Grove Unified School District  
SITE STATUS REPORT- COMMAND POST MESSAGE FORM (to District EOC)**

TO: \_\_\_\_\_ FROM: \_\_\_\_\_ LOCATION: \_\_\_\_\_

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_ PERSON IN CHARGE: \_\_\_\_\_

**MESSAGE VIA:**

2-WAY RADIO \_\_\_\_\_ AM/FM RADIO \_\_\_\_\_ PHONE \_\_\_\_\_ MESSENGER \_\_\_\_\_ OTHER \_\_\_\_\_

**EMPLOYEE/STUDENT STATUS:**

	ABSENT	INJURED	SENT TO HOSPITAL	DEAD	MISSING	UNACCOUNTED FOR:	RELEASED	BEING SUPERVISED
Students								
Site Staff								
Others								

**STRUCTURAL DAMAGE**

<input checked="" type="checkbox"/>	DAMAGE/PROBLEM	LOCATION(S)
	GAS LEAK	
	WATER	
	FIRE	
	ELECTRICAL	
	COMMUNICATIONS	
	HEATING/COOLING	
	OTHER:	
	OTHER:	
	OTHER:	
	OTHER:	

**MESSAGE:**

- Include type of immediate assistance required- Can you hold out without assistance and for how long?
- Overall condition of campus, neighborhood and streets?
- Are there outside agencies on campus & what are their actions?
- Names of Injured, missing and unaccounted for ASAP?
- **DO NOT TRANSMIT THE NAMES OF THE DEAD OVER THE RADIO.**  
These names should be sent by messenger or over the telephone when service is restored.















## SUICIDE PREVENTION





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## Administrator Overview of Suicide Prevention

The following information and embedded links are tools and documents for you to have access to when a student has suicidal ideations and/or is in crisis (i.e. is suicidal or is experiencing emotional distress). Please consult with a mental health staff member (i.e., School Psychologist, School Social Worker, School Counselor, Mental Health Specialist) when encountering a student demonstrating these behaviors.

### 1. Prevention

- a. [Suicide Risk Assessment Flowchart](#) (New)
- b. [Mental Health Crisis Card](#) (updated)
- c. [Community Based Resources](#) (New)
- d. [Additional Resources](#) (New)
- e. [Parent Informational Handouts](#) (New)

### 2. Intervention

- a. [Suicide Risk Assessment Interview](#)
- b. [K-6 Primary Safety Plan](#) and [K-6 Primary Coping Skills](#)(New)
- c. [Secondary Safety Plan](#) (New)
- d. [Release of Information](#)
- e. [Aeries Data Entry](#) (updated)

### 3. Postvention

- a. [Reentry Guidelines](#) (New)
- b. [Student Re-Entry](#) (New)
- c. ["Handle with Care" Email](#)
- d. [Administrator Guidelines to Postvention](#) (New)

*Suicide Prevention Guide:* [Suicide Prevention Manual 2022-2023](#)

*Suicide Prevention/Intervention Folder:* [Suicide Prevention/Intervention 2022-2033](#)

## Administrative Regulation

### Suicide Prevention Programs

The Garden Grove Unified School District Suicide Prevention Program, as formalized in the [Suicide Prevention Guide \(Exhibit\)](#) will include preventive strategies, intervention procedures, and postvention supports.

### Overall Strategic Plan for Suicide Prevention

The Superintendent or Designee shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. This policy shall be reviewed and revised as indicated, at least every three years. Such review will include the input of the previously mentioned community stakeholders.

### Prevention

#### A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Garden Grove Unified School District, along with its partners, will critically review and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

#### B. Suicide Prevention Training and Education

The Garden Grove Unified School District, along with its partners, will carefully review available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide. All district staff that have regular contact with students shall receive annual suicide prevention training.

### Training:

At least annually and/or at the beginning of employment, district staff who have regular contact with students shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention. All suicide prevention trainings shall be offered under the direction of school employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

- Youth affected by suicide;
- Youth with a history of suicide ideation or attempts;
- Youth with disabilities, mental illness, or substance abuse disorders;
- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences;



**C. Employee Qualifications and Scope of Services**

Employees of the Garden Grove Unified School District and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

**D. Specialized Staff Training (Assessment)**

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by the Garden Grove Unified School District.

**E. Parents, Guardians, and Caregivers Participation and Education**

To the extent possible, parents/guardians/caregivers will be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Garden Grove Unified School District suicide prevention policy and procedures.

This suicide prevention policy shall be prominently displayed on the Garden Grove Unified School District Web page and directions on how to navigate to the Suicide Prevention Guide may be included in the parent handbook.

All parents/guardians/caregivers will have access to suicide prevention training that addresses the following:

- Suicide risk factors, warning signs, and protective factors;
- How to talk with a student about thoughts of suicide;
- How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment

**F. Student Participation and Education**

The Garden Grove Unified School District along with its partners will carefully review and continue to review available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

- Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall: Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.

The content of the education shall include:

- Coping strategies for dealing with stress and trauma;  
How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;

## 5142.1 Administrative Regulation Continued

5142.1

- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Where possible and appropriate, student-focused suicide prevention education will be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The Garden Grove Unified School District will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

### Intervention

#### **A. Staff**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify a member of the multi-disciplinary crisis team.

The member of the multi-disciplinary crisis team shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial screening to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (e.g. has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

Students experiencing suicidal ideation shall not be left unsupervised. A referral process will be prominently disseminated to all staff members, so they are aware of how to respond to a crisis and are knowledgeable about the school and community-based resources.

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

#### **B. Parents, Guardians, and Caregivers**

A referral process should be prominently disseminated to all parents/guardians/caregivers, with information as to how to respond to a crisis and the available school and community-based resources.

#### **C. Students**

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

#### **D. Parental Notification and Involvement**

Each school within the Garden Grove Unified School District shall identify a process to ensure continuing care for the student identified to be at risk of suicide. This process will be led by the multi-disciplinary crisis team and align with the strategies and supports outlined in the Suicide Prevention Guide. It should include the following steps:

**5142.1 Administrative Regulation Continued**

5142.1

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/ guardians/caregivers will be required to provide appropriate assurance or documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, a member of the multi- disciplinary crisis team will meet with the parents/guardians/caregivers to identify barriers to treatment and work to rectify the situation and build understanding of the importance of care.
- If follow-up care for the student is still not provided, school staff may need to consider filing a report of suspected Child Abuse or Neglect, as mandated by law.

**Post-vention****A. Re-Entry to School**

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment. In welcoming students back to campus, a member of the multi-disciplinary crisis team will work collaboratively with the student and parents/guardians to develop a re-entry plan. Strategies, supports, and suggestions are included in the Suicide Prevention Guide.

**B. Responding After a Suicide Death**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital to be prepared ahead of time in the event of such a tragedy. The Garden Grove Unified School District shall ensure the Suicide Postvention Plan is included in the Suicide Prevention Guide and updated at the same interval.

Ref: EC Section 215

Adopted: September 5, 2017

Adopted: March 22, 2022

# THREAT ASSESSMENT





Garden Grove Unified School District

Office of Student Services



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## Administrator Overview of Threat Assessment

The following information and embedded links are tools and documents to use when a student has made threats. This includes instances when a student makes threats to any of the following:

- 1) Students
- 2) School Staff/ Administrators
- 3) School Property

Please collaborate and conduct an assessment with a mental health staff member (i.e., school psychologist, school social worker, school counselor, mental health specialist). If a student making threats also reports, or demonstrates, suicidal thoughts, please contact a mental health staff member immediately while maintaining supervision of the student at all times.

### 1. Threat Assessment (Prevention)

- a. [Threat Assessment Decision Tree](#)
- b. [CSTAG Decision Tree Overlay w/ links](#)
- c. [CSTAG Checklist](#)
- d. [Guidelines for Threats Involving Staff](#)
- e. [5 Step Threat Assessment Process](#)
- f. [Continuum of Threats Diagram](#)

### 2. Threat Assessment (Intervention)

- a. [Threat Assessment Interviews](#) (Student/subject, target/witness, parent, teacher)
- b. [Threat Assessment Response](#)
- c. [Threat Assessment Observations](#)
- d. [Observations Suggesting Need](#)
- e. [Mental Health Assessment](#) (conducted only as needed by mental health staff)
- f. [Threat Summary Outcome](#) (Optional form)
- g. [Aeries Data Entry](#)

### 3. Postvention

- a. [Student Safety Support Plan](#)
- b. [Student Safety Support Plan Document Guide](#)

*Threat Assessment Guide:* [Threat Assessment Guide 2023](#) [2024 Guide](#) [2022-2023](#)

*Threat Assessment (CSTAG) Folder:* [Threat Assessment 2022-2023](#)

Revised 03/2023

# PARENTSQUARE- COMMUNICATIONS LIBRARY



**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
PUBLIC INFORMATION OFFICE**

**INCLUDED IN WEEKLY BULLETIN – WEEK OF SEPTEMBER 4 – 8, 2023**

TO: PreK-12 Principals  
FROM: Abby Broyles, Public Information Officer  
DATE: August 31, 2023  
RE: ParentSquare Message Library

The Public Information Office has created several message templates that will be stored in each school's ParentSquare Message Library (by Sept. 6) to assist school principals/secretaries in sending out timely, factual information. These pre-approved templates have been created in English, Spanish, and Vietnamese. The goal is that schools will not need to reinvent/recreate a message every time there is a lockdown due to police activity or a social media threat. We realize some emergency situations will require additional details, but these templates should provide a solid start to the message. As a reminder, please notify the Public Information Office and the Assistant Superintendent of Elementary/Secondary Education if an emergency message is used, including school threat, police activity, or when a video exists that paints students or staff in a negative light. On the page that follows, we have provided instructions for using the Message Library, as well as text of the message templates in all languages. We recommend saving this memo in your files for ease of use during an emergency situation. It may also be helpful to have these templates saved in case you or your liaison want to quickly edit the message for your use. Message templates stored in your message library include:

1. Brief Lockdown/Police Activity in Area
2. Brief Lockdown/Suspicious Individual Near Campus
3. Brief Lockdown/Violation of Restraining Order
4. Brief Lockdown/Downed Power Line
5. Mandatory Lockdown – Situation in Progress
6. Fireworks Incident
7. Social Media Threat – Low Level of Concern
8. Social Media Threat – High Level of Concern
9. Threatening Comments – Low Level of Concern
10. Threatening Comments – High Level of Concern
11. Fight on Campus – Low Level of Concern
12. Fight on Campus – High Level of Concern
13. Weapon on Campus – ONLY Send if High Level of Knowledge/Concern
14. Report of Weapon Determined Fake – Low Level of Knowledge/Concern
15. Report of Weapon Determined Fake – High Level of Knowledge/Concern
16. Report of Hate Speech and Racism – Low Level of Concern
17. Report of Hate Speech and Racism – High Level of Concern
18. Increase in Cyberbullying/Fake Accounts
19. Death of Student/Staff Death of a Student/Staff – Not from Suicide
20. Death of a Student – Suicide

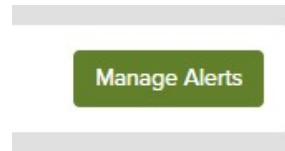
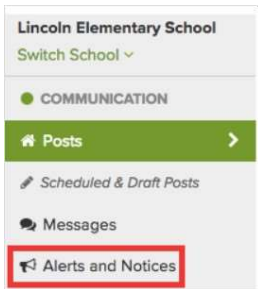
For instructions about adding your own messages to the Message Library, log-in to ParentSquare and visit:  
<https://parentsquare.zendesk.com/hc/en-us/articles/115005741243-Smart-Alerts-Message-Library>

For instructions on sending a Smart Alert from the mobile app, visit:  
<https://parentsquare.zendesk.com/hc/en-us/articles/360018872491-Smart-Alerts-Post-a-Smart-Alert-from-PS-App>

**GARDEN GROVE UNIFIED SCHOOL DISTRICT  
PUBLIC INFORMATION OFFICE**

**Use your ParentSquare Message Library to send an Alert from your Desktop**

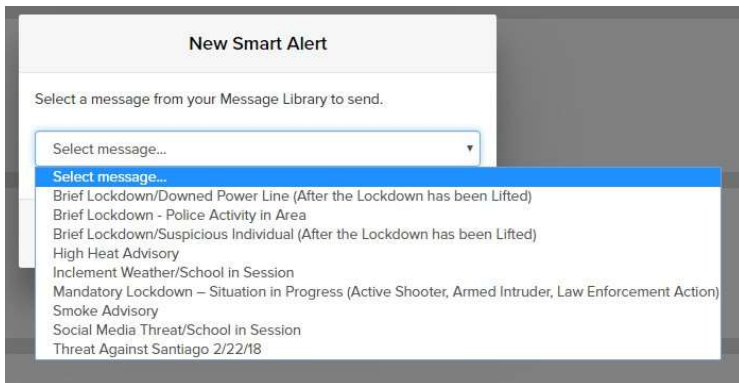
1. Click on **'Alerts and Notices'** in the left sidebar on the homepage and then select the button for **New Smart Alert**.



2. Click the “Manage Alerts” button in the top right corner of the page.
3. Click on the **Filing Cabinet** icon in the top right corner of the page to access your message library.



4. A window will pop up with your message templates, and from the drop-down menu, select the message you would like to send out and click 'next'.



On the Smart Alerts page, select your recipients and make any edits. Once you are finished click 'next.'

5. Finally, this will take you to an overview page where you can see how many users will receive the smart alert, and whether they will receive it via text, email, or voice call. Click **'notify'** to send out your smart alert or **select 'schedule'** to schedule it for a later date

