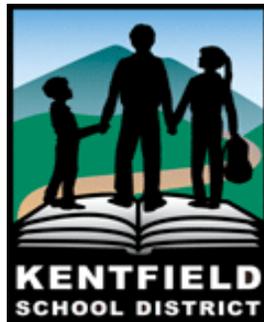


# KENTFIELD SCHOOL DISTRICT BACICH ELEMENTARY SCHOOL AND KENT MIDDLE SCHOOL COMPREHENSIVE SCHOOL SAFETY PLAN 2023-2024



What is a safe school?

“Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. There are characterized by:

- Sensitivity and respect for all individuals
- An environment of nonviolence
- Clear behavior expectations
- Disciplinary policies that are consistently and fairly administered
- Students’ affiliation and bonding to the school
- Support and recognition for positive behavior, and
- A sense of community on the school campus.

Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

- Taken from “Safe Schools: A Planning Guide for Action”  
California State Department of Education

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### Existing Conditions

Bacich and Kent Schools in the Kentfield School District enjoy a special status in their community. As an unincorporated area of Marin County, Kentfield and Greenbrae are without the services commonly associated with a municipality or township. The schools, therefore, operate as de facto community centers, and are generally well cared for on weekend and holiday breaks by those using them. Vandalism and graffiti are minimal. Larger crimes and violence are virtually non-existent.

# **Comprehensive School Safety Plan Requirements, Process and Timeline**

## **Background & Requirements:**

### **SB 187: Comprehensive School Safety Plan**

- School sites develop a Comprehensive School Safety Plan relevant to the needs and resources of the school district.
- Small school districts with an average daily attendance (ADA) of 2,501 students or fewer may develop a district-wide Comprehensive School Safety Plan that is applicable to each school site.
- Plans must be adopted by March 1st.
- Comprehensive School Safety Plans must be evaluated and amended as needed on an annual basis.
- School sites should complete an annual update/evaluation of a Comprehensive School Safety Plan.
- School sites develop an action plan to remedy safety concerns identified.
- Plan has mandatory components related school/district procedures and policies:
  - Child abuse reporting procedures
  - Disaster procedures
  - Suspension and expulsion policies
  - Procedures to notify teachers of dangerous pupils
  - Discrimination and harassment policies
  - School wide dress code policies
  - Procedures for safe ingress and egress
  - Policies enacted to maintain a safe and orderly environment
  - Rules and procedures on school discipline
  - Hate crime reporting procedures

### **AB 1747: School Safety Plan**

- The district works collaboratively with the Kentfield Fire Department and Marin Sheriff's Office to review and update safety plan procedures.
- The district collaborates with local law enforcement agencies to review emergency response procedures, including law enforcement's tactical response to criminal incidents, procedures related to individuals with guns on school campuses and at school-related functions, and preparations for shooters or other armed assailants.

## **A. Process and Timeline:**

Kentfield School District administrators will review the plan with their staff and community members on an annual basis. Changes and additions to the plan are to be implemented on the following timeline which coincides with the School Board's Safety Committee. Fire Department and Sheriff's Office personnel attend Safety Committee meetings to evaluate and consult on processes and plans.

**Fall** - The date is set for the district-wide emergency drill and plans are finalized for the drill. Emergency maps are updated. Replacement items are ordered for emergency containers, and a budget is developed for stocking emergency supplies.

**Winter** - Implementation of any site-specific needs and actions plans are completed. The Comprehensive School Safety Plan presented to the Safety Committee, School Site Councils, and the School Board.

**Spring** - Safety Committee members evaluate district-wide emergency drills and receive feedback for Sheriff and Fire personnel. Plans are made for improvements based upon feedback from the School Site Council and Safety Committee.

**A-1 to A-4 Resources:**

Agendas from KSD Safety Committee meetings, Bacich and Kent School Site Council meetings, and School Board meetings in which the Comprehensive School Safety Plan was discussed:

- KSD Safety Committee Meeting Agenda - December 18, 2023 (A-1)
- KSD Safety Committee Meeting Agenda - February 8, 2024 (A-2)
- Bacich School Site Council Meeting Agenda - January 8, 2024 (A-3)
- Kent School Site Council Meeting Agenda - January 9, 2024 (A-4)

## **Plans, Procedures and Board Policies that Support the Comprehensive School Safety Plan**

### **B. Child Abuse Reporting Procedures**

All school staff actively monitor the safety and welfare of all students. Staff understand their responsibility as childcare custodians, and they immediately report all cases of known and suspected child abuse. The district assures that school staff have adequate training, and newly hired teachers sign a statement indicating their completion of child abuse training as part of their employment requirement. School administrators, teachers, classroom assistants, and other classified school employees participate in annual training in child abuse identification and reporting procedures as a part of yearly mandated in-service. Written description of reporting requirements and disclosure of employee confidentiality rights are also provided as a part of the training and are included in all employee handbooks. Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting.

#### **B-1 to B-2 Resources:**

- Board Policy 5141.4 Child Abuse Prevention and Reporting (B-1)
- Administration Regulation 5141.4 Child Abuse Prevention and Reporting (B-2)

### **C. Disaster Procedures, Routines and Emergencies**

The Bacich and Kent Emergency Preparedness Plans provide a framework for protecting students, staff, and school facilities. They also describe the responsibilities of staff members for a wide range of emergency and disaster situations. In the event of a widespread emergency, it is recognized that available government resources may be unable to respond to all requests for assistance. These plans assume the common standard that a school or classroom site must be self-sufficient for 72 hours.

#### **C-1 to C-6 Resources:**

- Bacich Emergency Preparedness Plan (C-1)
- Kent Emergency Preparedness Plan (C-2)
- Bacich Power Outage Protocol (C-3)
- Kent Power Outage Protocol (C-4)
- Injury and Illness Protection Plan (C-5)
- School Site Fire Safety Risk Identification and Remediation at the Wildland Urban Interface (C-6)

### **D. Emergency Shelters**

A procedure is in place for the American Red Cross to use our school buildings, grounds, and equipment for mass care and welfare shelters during disasters and other emergencies affecting the public health and welfare. The school district cooperates with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

**D-1 Resource:**

- Facility Use Agreement with the American Red Cross (D-1)

**E. Policies Regarding Actions Which Would Lead to Suspension and/or Expulsion**

The Kentfield School District has policies that adhere to Education Code mandates regarding suspension and/or expulsion.

**E-1 to E-3 Resources:**

- Board Policy 5144.1 Suspension and Expulsion/Due Process (E-1)
- Administrative Regulation 5144.1 Suspension and Expulsion/Due Process (E-2)
- Administrative Regulation 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities) (E-3)

**F. Procedures to Notify Teachers of Dangerous Pupils:**

Teachers are able to identify students who have, sometime within the past three years, engaged in or been reasonably suspected of having engaged in one or more activities leading to suspension or expulsion through the designation of asterisk (\*) next to the student's name on the class roster in Aeries.

The District and Kentfield Teachers Association also jointly circulate a list of all relevant Education Code sections, including, but not limited to, notification and discipline sections to all Association members at the beginning of each school year.

Further, the District convenes a "Threat Assessment Team" as necessary based on when a staff member feels threatened or attacked by a student or any person.

**F-1 to F-6 Resources:**

- Board Policy 4158 Employee Security (F-1)
- Collective Bargaining Agreement, Article 26 Safety (F-2)
- Job Description: School Nurse (F-3)
- Job Description: Elementary School Counselor (F-4)
- Job Description: Mental Health Counselor (F-5)
- Job Description: School Psychologist (F-6)
- Board Policy 5144.1 Suspension and Expulsion/Due Process (Located as E-1 resource)
- Administrative Regulations 5144.1 Suspension and Expulsion/Due Process (Located as E-2 resource)
- Administrative Regulations 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities) (E-3 resource)

### **G. Sexual- and Gender-Based Harassment Policies**

The Kentfield School District prohibits sexual- and gender-based harassment of employees and students. All certificated and classified employees receive annual training to assure that the learning and working environments of the Kentfield School District are free from sexual- and gender-based harassment. Students are directed to immediately report incidents of sexual- or gender-based harassment to a teacher or program administrator. All reports are thoroughly investigated in a timely manner. A school administrator will determine an appropriate course of action for each complaint.

Employees, students, and/or their parents can use the Kentfield School District's Complaint Procedure to file a formal complaint of sexual- or gender-based harassment. Our sexual- and gender-based harassment policies inform students and parents of their right to use this process. Any student or employee who feels that he or she is being harassed may file a complaint in accordance with the procedures set forth in these policies.

#### **G-1 to G-11 Resources:**

- Board Policy 0410 Nondiscrimination in District Programs and Activities (G-1)
- Board Policy 4119.11 Sexual Harassment (G-2)
- Administrative Regulation 4119.11 Sexual Harassment (G-3)
- Board Policy 4219.11 Sexual Harassment (G-4)
- Administrative Regulation 4219.11 Sexual Harassment (G-5)
- Board Policy 4319.11 Sexual Harassment (G-6)
- Administrative Regulation 4319.11 Sexual Harassment (G-7)
- Board Policy 5145.3 Nondiscrimination/Harassment (G-8)
- Administrative Regulation 5145.3 Nondiscrimination/Harassment (G-9)
- Board Policy 5145.7 Sexual Harassment (Students) (G-10)
- Administrative Regulation 5145.7 Sexual Harassment (Students) (G-11)

### **H. Dress Code**

The Kentfield School District believes that choosing a school-appropriate outfit is ultimately the parents' responsibility. Students are expected to dress for school in a manner that is safe and conducive to learning.

Clothing bearing messages that promote hate, adult themes, violence, racism, or are otherwise illegal or offensive is prohibited.

#### **H-1 to H-2 Resources:**

- Bacich Parent/Student Handbook - Pgs. 42-43 (H-1)
- Kent Parent and Student Handbook - Pgs. 15-16 (H-2)

## **I. Procedures for Safe Ingress and Egress of Pupils**

Certificated and classified staff provide supervision of students to ensure safety at all times during school hours, including at recess and lunch, and before and after school. As a part of its bond projects, the District has augmented perimeter fencing at its schools.

Further, the Kentfield School District encourages all families to participate in our nationally-recognized KSD Safe Routes to School program, a neighborhood-focused initiative to advocate green gravel alternatives and address traffic safety at our schools. A team of Neighborhood Parent Captains provide suggested safe route maps and carpooling options, which are customized by neighborhood. The District also advocates for traffic safety on behalf of families in the Kentfield and Greenbrae neighborhoods.

### **I-1 Resource:**

- [KSD Safe Routes to Schools Program](#) (I-1)
- Bacich Parent/Student Handbook (Located as H-1 resource)
- Kent Parent and Student Handbook (Located as H-2 resource)

## **J. Rules and Procedures on School Discipline:**

The Kentfield School District students are expected to follow school rules and procedures as outlined in BP 5131. This policy is designed to encourage appropriate behavior to maximize student learning and social development.

### **J-1 Resource:**

- Board Policy 5131 Conduct (J-1)
- Bacich Parent/Student Handbook (Located as H-1 resource)
- Kent Parent and Student Handbook (Located as H-2 resource)

## **K. Suicide Prevention**

8th graders participate in the Signs of Suicide (SOS) prevention program, and 7th graders receive suicide prevention instruction as part of their Lifeskills class. Kent staff receive training on the SOS program. This program helps youth differentiate between normal development and what may be a more serious mental health issue, such as depression. Discussions are facilitated by counselors and teachers. The goals are to:

- Help students understand that depression is a treatable illness
- Explain that suicide is a preventable tragedy that often occurs as a result of untreated depression
- Provide training on identifying serious depression and potential suicide risk in themselves or a friend and how to respond in the moment
- Stress the importance of talking to a trusted adult
- Teach students who they can turn to at school

**K-1 to K-4 Resources:**

- Parent Letter Regarding Signs of Suicide Program - 7th Grade (K-1)
- Parent Letter Regarding Signs of Suicide Program - 8th Grade (K-2)
- Board Policy 5141.52 Suicide Prevention (K-3)
- Administrative Regulation 5141.52 Suicide Prevention (K-4)

# Resources

## **A-1 to A-4 Process and Timeline Resources:**

Agendas from School Site Council, Safety Committee, and School Board meetings in which the Comprehensive Safety Plan was discussed:

- KSD Safety Committee Meeting Agenda - December 18, 2023 (A-1)
- KSD Safety Committee Meeting Agenda - February 8, 2024 (A-2)
- Bacich School Site Council Meeting Agenda - January 8, 2024 (A-3)
- Kent School Site Council Meeting Agenda - January 9, 2024 (A-4)

## **B-1 to B-2 Child Abuse Reporting Procedures Resources:**

- Board Policy 5141.4 Child Abuse Prevention and Reporting (B-1)
- Administration Regulation 5141.4 Child Abuse Prevention and Reporting (B-2)

## **C-1 to C-6 Disaster Procedures, Routine and Emergency Resources:**

- Bacich Emergency Preparedness Plan (C-1)
- Kent Emergency Preparedness Plan (C-2)
- Bacich Power Outage Protocol (C-3)
- Kent Power Outage Protocol (C-4)
- Injury and Illness Protection Plan (C-5)
- School Site Fire Safety Risk Identification and Remediation at the Wildland Urban Interface (C-6)

## **D-1 Emergency Shelters Resource:**

- Facility Use Agreement with the American Red Cross (D-1)

## **E-1 to E-3 Policies Regarding Actions Which Would Lead to Suspension and/or Expulsion Resources:**

- Board Policy 5144.1 Suspension and Expulsion/Due Process (E-1)
- Administrative Regulation 5144.1 Suspension and Expulsion/Due Process (E-2)
- Administrative Regulation 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities) (E-3)

## **F-1 to F-6 Procedures to Notify Teachers of Dangerous Pupils Resources:**

- Board Policy 4158 Employee Security (F-1)
- Collective Bargaining Agreement, Article 26 Safety (F-2)
- Job Description: School Nurse (F-3)
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- Board Policy 5144.1 Suspension and Expulsion/Due Process (Located as E-1 resource)

- Administrative Regulations 5144.1 Suspension and Expulsion/Due Process (Located as E-2 resource)
- Administrative Regulations 51445.2 Suspension and Expulsion/Due Process (Students with Disabilities) (E-3 resource)

**G-1 to G-11 Sexual- and Gender-Based Harassment Policies Resources:**

- Board Policy 0410 Nondiscrimination in District Programs and Activities (G-1)
- Board Policy 4119.11 Sexual Harassment (G-2)
- Administrative Regulation 4119.11 Sexual Harassment (G-3)
- Board Policy 4219.11 Sexual Harassment (G-4)
- Administrative Regulation 4219.11 Sexual Harassment (G-5)
- Board Policy 4319.11 Sexual Harassment (G-6)
- Administrative Regulation 4319.11 Sexual Harassment (G-7)
- Board Policy 5145.3 Nondiscrimination/Harassment (G-8)
- Administrative Regulation 5145.3 Nondiscrimination/Harassment (G-9)
- Board Policy 5145.7 Sexual Harassment (Students) (G-10)
- Administrative Regulation 5145.7 Sexual Harassment (Students) (G-11)

**H-1 to H-2 Dress Code Resources:**

- Bacich Parent/Student Handbook - Pgs. 42-43 (H-1)
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**I-1 Procedures for Safe Ingress and Egress of Pupils Resource:**

- [KSD Safe Routes to Schools Program](#) (I-1)
- Bacich Parent/Student Handbook (Located as H-1 resource)
- Kent Parent and Student Handbook (Located as H-2 resource)

**J-1 Rules and Procedures on School Discipline Resource:**

- Board Policy 5131 Conduct (J-1)
- Bacich Parent/Student Handbook (Located as H-1 resource)
- Kent Parent and Student Handbook (Located as H-2 resource)

**K-1 to K-4 Suicide Prevention Resources:**

- Parent Letter Regarding Signs of Suicide Program - 7th Grade (K-1)
- Parent Letter Regarding Signs of Suicide Program - 8th Grade (K-2)
- Board Policy 5141.52 Suicide Prevention (K-3)
- Administrative Regulation 5141.52 Suicide Prevention (K-4)

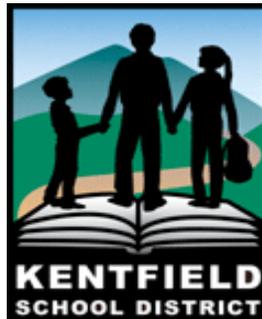
# **KSD Comprehensive School Safety Plan - 2023-2024**

## **Requirements, Process, and Timeline**

### **A-1 to A-4 Resources**

Agendas from KSD Safety Committee meetings, Bacich and Kent School Site Council meetings, and School Board meetings in which the Comprehensive Safety Plan was discussed

- **A-1** - KSD Safety Committee Meeting Agenda - December 18, 2023
- **A-2** - KSD Safety Committee Meeting Agenda - February 8, 2024
- **A-3** - Bacich School Site Council Meeting Agenda - January 8, 2024
- **A-4** - Kent School Site Council Meeting Agenda - January 9, 2024



# - KENTFIELD SCHOOL DISTRICT - SAFETY COMMITTEE AGENDA

December 18, 2023

9:00-10:00 am

Meeting via Zoom

Zoom link - <https://kentfieldschools.zoom.us/j/7463150765?omn=83980516639>

## Committee Members

Ramiro Alvitez, Director of Maintenance/Facilities  
Sara Aminzadeh, KSD Board member  
Lynn Bartha, Bacich Administrative Assistant  
Meredith Brewer, Parent  
Analynn Chargualaf-Peluso, Parent  
Christina Charlston, Parent  
Deb Crudo, Parent  
Dave Glenn, Kentfield Fire  
Jody Gustke, Kent Administrative Assistant  
Scott Hershman, Parent

Wendy Holmes, Kent Assistant Principal  
Beth Karlsson, Parent  
Lauren Malachowski, Parent  
Michael Moran, Parent  
Larry Pasero, Deputy Fire Marshall, Kentfield Fire  
Raquel Rose, Superintendent  
Devon Gasparini, Marin County Sheriff Dept  
Sara Szkola, Parent  
Cass Walsh, Bacich Assistant Principal  
Laurel Yrun, Bacich & Kent School Nurse

### PURPOSE:

To advise the Board and staff on topics related to but not limited to disaster preparedness, emergency drills, crisis response, injury and Illness Prevention Program, review of the [Comprehensive School Safety Plan](#), collaboration with public safety officials, assessment adequacy of safety features and facilities.

TIME	Topic
9:00 am	<b>Welcome</b> - Wendy & Cass
9:05 am	<b>E-bike Safety</b> - Gwen Froh, Program Director, Marin Safe Routes To Schools Information and guidance from law enforcement → <a href="#">E-Bike Safety - Marin IJ Article (11.23.23)</a> → <a href="#">E-Bike Safety Alert - Marin County</a>
9:35 am	<b>2023-2024 KSD Comprehensive School Safety Plan</b> - Wendy → <a href="#">Background Information</a> <a href="#">2022-2023 KSD Comprehensive School Safety Plan</a> - (2023-2024 plan in development) → Next Steps <ul style="list-style-type: none"> <li>● Feedback about the plan to be shared with Wendy/Cass by Jan 16</li> <li>● Comprehensive Safety Plan Subcommittee to meet on Jan 19, 1:45 pm, <a href="#">Zoom link</a></li> </ul>
9:45 am	<b>Emergency Preparedness</b> - Wendy & Cass Emergency drills update <ul style="list-style-type: none"> <li>● Bacich - Feedback and reflections from November drill</li> <li>● Kent - Planning for Jan full-scale evaluation drill</li> </ul>
9:55 am	<b>Public Health &amp; School Operations Update</b> - Laurel & Raquel <ul style="list-style-type: none"> <li>● COVID-19 and other health information</li> <li>● <a href="#">When to Keep Your Child Home from School - Public Health Guidelines</a></li> </ul>
10:00 am	<b>Closure / Next Steps</b> - Wendy & Cass

→ Next Meeting Dates:

- Thurs, Feb 8, 9-10 am
- Wed, May 15, 9-10 am

# - KENTFIELD SCHOOL DISTRICT - SAFETY COMMITTEE AGENDA

February 8, 2024

9:00-10:00 am

Meeting via Zoom

Zoom link - <https://kentfieldschools.zoom.us/j/7463150765?omn=83980516639>

## Committee Members

Ramiro Alvitez, Director of Maintenance/Facilities  
Sara Aminzadeh, KSD Board member  
Lynn Bartha, Bacich Administrative Assistant  
Meredith Brewer, Parent  
Analynn Chargualaf-Peluso, Parent  
Christina Charlston, Parent  
Deb Crudo, Parent  
Dave Glenn, Kentfield Fire  
Jody Gustke, Kent Administrative Assistant  
Scott Hershman, Parent

Wendy Holmes, Kent Assistant Principal  
Beth Karlsson, Parent  
Lauren Malachowski, Parent  
Michael Moran, Parent  
Larry Pasero, Deputy Fire Marshall, Kentfield Fire  
Raquel Rose, Superintendent  
Devon Gasparini, Marin County Sheriff Dept  
Sara Szkola, Parent  
Cass Walsh, Bacich Assistant Principal  
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### PURPOSE:

To advise the Board and staff on topics related to but not limited to disaster preparedness, emergency drills, crisis response, injury and Illness Prevention Program, review of the [Comprehensive School Safety Plan](#), collaboration with public safety officials, assessment adequacy of safety features and facilities.

TIME	Topic
9:00 am	<b>Welcome</b> - Wendy & Cass
9:00-9:05 am	<b>2023-2024 KSD Comprehensive School Safety Plan</b> - Wendy → Overview & Steps Taken → <a href="#">Background Information</a> <a href="#">2023-2024 KSD Comprehensive School Safety Plan</a> - Plan will be presented to the Board of Trustees at Feb 13th Board meeting for consideration for approval. With this approval, the plan will be sent to Marin County Office of Education to meet the March 1st deadline.
9:05-9:25 am	<b>Bacich Counseling Program</b> - Sarah Futoran Supporting the social-emotional wellness of our elementary-age (TK-4th grade) students
9:25-9:35 am	<b>Bike &amp; Scooter Update</b> - Wendy & Cass → Initial steps taken at sites and district
9:35-9:55 am	<b>Lockdown (Level 1 &amp; 2) Practice</b> - Wendy & Cass → Overview of types of lockdowns → Opportunities to practice for different scenarios at each site
9:55-10:00 am	<b>Public Health &amp; School Operations Update</b> - Laurel & Raquel <ul style="list-style-type: none"> <li>● COVID-19 and other health information</li> </ul>
10:00 am	<b>Closure / Next Steps</b> - Wendy

→ Next Meeting Date:

- Wed, May 15, 9-10 am

# Kent School Site Council AGENDA

January 9, 2024

3:30 – 4:30 PM

Room 1

## 1. Welcoming Comments

## 2. Reading of Norms

## 3. Approval of Minutes From Previous Meeting

## 4. Committee Meeting Update and Feedback

- Update from Equity and Inclusion Committee (11/28)
- Update from Communications Committee (11/15)
- Update from Technology Committee (12/6)
- Update Safety Committee (12/7)
- Feedback for Finance Committee (1/16)
- Feedback for Equity and Inclusion Committee (1/28)
- Feedback for Safety Committee (2/8)

## 5. [Comprehensive School Safety Plan](#), Review and Discussion

## 6. Site Council Work - California Department of Education Dashboard

- [Link to CDE Dashboard](#)
- Discussion of Chronic Absenteeism and Steps Taken to Address It

## 7. Student Leadership Update

## 8. Principal/School Update

## 9. Adjourn

### School Members

Grant Althouse, Principal  
Wendy Holmes, Assistant Principal  
Jeanne Sellers  
Catherine Teller (2024)  
Alice Whitt (2024)  
Jill Klima (2025)  
Diana Bokaie (2025)

### Parent Members

Jennifer Hamm (2024)\*  
Lisa Lalanne (2025)\*  
Deb Crudo (2025)  
Beth Karlsson (2026)  
Julie Kidd (2026)  
Larry Moscato (2026)

### Student Members

Cade Bouligny (2024)  
Ale Levi (2024)  
Vanessa McCloskey (2024)  
Jane Levin (2025)  
Corina Bouligny (2025)

### All Community Members Welcome -

Consistent Community Participation From:  
Eve D'Haiti (Student - 2024)  
Veda Devulapalli (Student - 2024)  
Kati Malabed (Parent)  
Vicki Song (KSPTA Board Member - EIB)

## **Kent School Site Council Meeting Norms**

1. Focus on the best interests of the student
2. Work together as a team
3. Do not interrupt
4. Listen and be open to all input
5. Assume positive intentions
6. Exhibit positive body language, mannerisms, and tone of voice
7. Be respectful of all team members
8. Refrain from using names of students/staff/community members that are not present with us

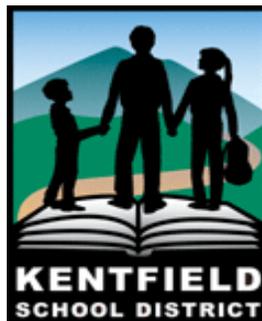
# KSD Comprehensive School Safety Plan - 2023-2024

## Child Abuse Reporting Procedures

### B-1 to B-2 Resources

All school staff actively monitor the safety and welfare of all students. Staff understand their responsibility as childcare custodians, and they immediately report all cases of known and suspected child abuse. The district assures that school staff have adequate training, and newly hired teachers sign a statement indicating their completion of child abuse training as part of their employment requirement. School administrators, teachers, classroom assistants, and other classified school employees participate in annual training in child abuse identification and reporting procedures as a part of yearly mandated in-service. Written description of reporting requirements and disclosure of employee confidentiality rights are also provided as a part of the training and are included in all employee handbooks. Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting.

- **B-1** - Board Policy 5141.4 Child Abuse Prevention and Reporting
- **B-2** - Administration Regulation 5141.4 Child Abuse Prevention and Reporting



**Policy 5141.4: Child Abuse Prevention And Reporting**

**Status:** ADOPTED

**Original Adopted Date:** 09/08/2015

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

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

**Child Abuse Prevention**

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

**Child Abuse Reporting**

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

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

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

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

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**Regulation 5141.4: Child Abuse Prevention And Reporting**

**Status:** ADOPTED

**Original Adopted Date:** 08/23/2016 | **Last Revised Date:** 09/23/2016

**Definitions**

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

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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

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

**Reportable Offenses**

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional

damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

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

### **Responsibility for Reporting**

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

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

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

### **Reporting Procedures**

#### **1. Initial Telephone Report**

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

Children and Family Services Emergency Response  
3250 Kerner Blvd  
San Rafael, California  
(415) 473-7153

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

#### **2. Written Report**

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

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians

- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

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

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

### 3. Internal Reporting

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

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

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

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

### **Training**

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

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

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

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

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

### **Victim Interviews by Social Services**

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

selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

### **Release of Child to Peace Officer**

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

### **Parent/Guardian Complaints**

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

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

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

### **Notifications**

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

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional

capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
  3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)
-

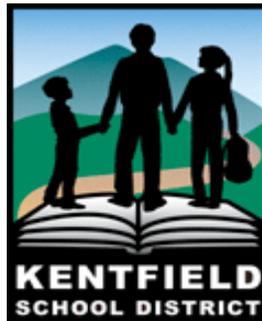
# **KSD Comprehensive School Safety Plan - 2023-2024**

## **Disaster Procedures, Routines and Emergencies**

### **C-1 to C-4 Resources**

The Bacich and Kent Emergency Preparedness Plans provide a framework for protecting students, staff, and school facilities. They also describe the responsibilities of staff members for a wide range of emergency and disaster situations. In the event of a widespread emergency, it is recognized that available government resources may be unable to respond to all requests for assistance. These plans assume the common standard that a school or classroom site must be self-sufficient for 72 hours.

- **C-1** - Bacich Emergency Preparedness Plan
- **C-2** - Kent Emergency Preparedness Plan
- **C-3** - Bacich Power Outage Protocol
- **C-4** - Kent Power Outage Protocol
- **C-5** - Injury and Illness Protection Plan
- **C-6** - School Site Fire Safety Risk Identification and Remediation at the Wildland Urban Interface



# Bacich Emergency Preparedness Plan 2023-2024

Bacich School is prepared for an emergency lasting up to 72 hours. This plan contains information about emergency scenarios, emergency teams, team-specific procedures and supplies and equipment. Teachers are trained to handle emergencies and each year, teachers, staff and students practice these procedures. The Bacich Emergency Preparedness Plan Incorporates the Kentfield School District Board Policies and Administrative Regulations.

In general, there are 2 types of situations we prepare for:

1. Evacuation – Staff and students leave classrooms due to unsafe conditions such as a fire or earthquake. If the situation is severe, school leadership may determine that a full school evacuation is required
2. Lockdown – Staff and students remain inside classrooms due to unsafe conditions outside, such as a dangerous person in the area or a hazard such as a chemical spill.

This document contains detailed information about these scenarios.

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# *Plan Overview*

## Evacuation

- You will be notified of the need to evacuate by the alert signal sounded over the PA system or the shaking of the ground in the event of an earthquake.
  - In the event of an earthquake:
    - *Duck: Immediately duck or drop down to the floor under a desk or table and hold on.*
    - *Cover: Take cover under a sturdy desk, table or other furniture or seek cover against an interior wall. Protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, file cabinets or tall furniture.*
    - *Hold: If you take cover under furniture, hold on to it and be prepared to move with it. Hold the position until the ground stops shaking and it is safe to move.*
    - *If you are outside, move away from buildings and other hazards (e.g. trees, glass), duck and cover.*
  - Have students proceed to classroom number at the edge of the field, no matter where they are (e.g. library, bathroom). For fire, close your classroom door behind you. For an earthquake, leave the door open. Turn off lights. If parents are with you, ask them to wait by the Command Center.
  - Teachers bring red backpacks outside; put on yellow safety vests, bring classroom walkie-talkie, turn to frequency 1.
    - If a student is injured and cannot be evacuated quickly, *tie the red ribbon* (located on the clipboard) to your door so that Search and Rescue knows that someone is still inside.
  - Call roll and wait for further instructions; have students sit down (if field is not too wet)
    - Use class roster on clipboard to take roll. **Circle student name if absent or missing.** *If you were unable to bring your clipboard, the Communications team will provide you with a class roster and red and green placards.*
    - If you left anyone in the room (parent helpers, visitors) note them on the rosters.
    - Raise your **red placard** (located on the clipboard) **if there are any students missing.** If you are holding a red placard, the Communications team will collect your rosters.
    - Raise your green placard (located on the clipboard) if all students are accounted for.
    - Only Security team (and possibly Search & Rescue leaders) take action prior to a full evacuation
  - Staff that are not accounted for should go to the Command Center and sign in on the Staff Roster; after signing in, wait along the fence for further instructions.
- 
- **Full Evacuation only:** Please follow these instructions if the Operations Chief announces a full school site evacuation. Otherwise, please return to your classroom as directed.
    - Instruct your students to stay in line with their class until they are instructed to move by a teacher in a safety vest.
    - Put class roster in the roster box located at the edge of the play structure near the classroom numbers.
  - **Once you have deposited your roster, begin filling your team assignments.** If you are on the Student Supervision team, stay with the children and begin supervising all children immediately. *\*\*\* Substitutes and aides should remain with the children\*\*\**
  - **Leave your red backpack on your room number;** they will be moved by the First Aid team as necessary.
  - If a child cannot be located for pick up, always check with Student Release to make sure that the child has not already left the campus with an authorized adult.
  - Please note that it may be necessary to expand the evacuation process for unique and unusual situations, such as relocating to an off-site location, or other circumstances.

## Lockdown

**If you see an intruder, call the office immediately, and then call the Sheriff at 911.**

If you use your cell phone to call the Sheriff, call 472-0911

### **Level 1 Emergency – *No immediate danger but be on alert***

- The office will announce that teachers should check their email. The office will send information regarding the situation.
- Doors **must** be locked and closed.
- Students should remain in classrooms unless the email from the office explicitly states that you can pass between classes.
- Staff will sweep campus, check the restrooms, and communicate directly with PE.
- PE should move their classrooms indoors to the Community Center.
- Check in with teachers in adjoining rooms, and assist substitute teachers who won't have email.
- Check before opening your door to ensure that you know the person who wants to enter.
- When the situation is over, the office will send information & announce for teachers to check email.
  - Teachers complete Google Sheet to account for all students (e.g. a student from the hallway nearby, etc). PE, if in the Community Center, should take class to the ball room or kitchen, and then walkie-talkie attendance to the office. **(If a substitute, go to the PE office and dial x251 or 252 with class attendance).**

### **Level 2 Emergency – *Immediate danger to our campus***

- You will be notified of a Level 2 emergency by the “lockdown sound device.” (This sound will be generated from the PA system .)

#### **If your students are outside the classroom:**

- Move students into the nearest safe building available. If students are in the bathroom, they should go to the nearest classroom.
- Avoid, if possible, large open areas such as the library, lawns, or parking lots.
- *If a room is already locked, proceed to the nearest unlocked room/building to go inside.*

#### **If your students are inside the classroom:**

- Explain that there is an emergency.
- Classroom doors should be locked at all times. The door **must** be closed during a lockdown.
- Doors **must** be locked and closed.
- Have students gather away from windows.
- Close blinds and place paper over your door window to block visibility.
- If you hear trouble in a neighboring classroom in your wing, block the internal doors with a heavy desk or table. Evaluate leaving your room through another door if necessary.
- Teachers email office with **ALL PRESENT**, or **MISSING STUDENTS and GUEST STUDENTS ONLY!** (e.g. a student from the hallway nearby, etc). PE, if in the Community Center, take class to the ballroom or kitchen, or out toward SFD Blvd: walkie-talkie attendance to the office. **(If a substitute, go to the PE office and dial x251 or 252 with class attendance).**
- Remain in lockdown position.
- School administration will remain in the office and take direction from law enforcement.
- Once all classrooms have been accounted for, an announcement will be made over the PA system for **teachers to check their emails.**

- The email, walkie talkie message or phone call will provide further instructions on what to do or will state "ALL CLEAR," which means the campus is clear and you can resume your day.
- Please note that it may be necessary to expand the lockdown process for unique and unusual situations, such as leaving the classroom, relocating to an off-site location, or other circumstances.

#### Lockdown Supplies

- Flashlight
- D batteries – 2
- Radio
- A batteries – 2
- Emergency (silver) blankets – 5

#### Buckets to be used as toilets located in rooms

# 2023-2024



Zone Map



## Emergency Teams

Team	Team Members	Role	Timing
Incident Commander	Principal (Superintendent or Comm. back-up)	<ul style="list-style-type: none"> <li>▪ Oversees entire operation</li> <li>▪ Communicates with district office / outside agencies and requests resources as needed</li> <li>▪ Makes final decisions on major conflicts and problems as they arise</li> <li>▪ Liaison with parents</li> </ul>	Entire emergency
Operations Chief	Assistant Principal (Principal or Teacher back-up) Lead Teacher	<ul style="list-style-type: none"> <li>▪ Directs operations</li> <li>▪ Sets operational priorities for team members</li> <li>▪ Resolves conflicts on operational priorities and resources</li> <li>▪ Communicates with Incident Commander on status of campus</li> </ul>	Entire emergency
Communications	Office Staff - 2 + 2 Staff back-up	<ul style="list-style-type: none"> <li>▪ Sets up command center</li> <li>▪ Documents all information</li> <li>▪ Accounts for all persons on campus</li> </ul>	Entire emergency
Security	Teachers - 4 (2 teams of 2 each)	<ul style="list-style-type: none"> <li>▪ Hazard and damage assessment</li> <li>▪ Extinguishes small fires, as necessary</li> <li>▪ Shuts off utilities (if necessary)</li> </ul>	Initial hours and aftershocks
Search and Rescue	Teachers - 6 (2 teams of 3 each) (+ 1 back-up)	<ul style="list-style-type: none"> <li>▪ Locates and triages all missing and injured persons</li> <li>▪ Preferably CERT trained</li> </ul>	Initial hours
First Aid	Teachers - 6 (+ 1 back up)	<ul style="list-style-type: none"> <li>▪ Sets up medical station</li> <li>▪ Attends to injured students and adults</li> <li>▪ Preferably CERT trained</li> </ul>	Entire emergency
Gate	Teachers - 6	<ul style="list-style-type: none"> <li>▪ Secures the campus; closes gates, blocks parking lots</li> <li>▪ Controls access into and out of campus utilizing authorized gate(s)</li> <li>▪ Ensures that students leave only with authorized adults</li> </ul>	Entire emergency (needs decrease)
Student Release	Teachers - 8	<ul style="list-style-type: none"> <li>▪ Checks ID with release authorization to verify students are released to appropriate adults</li> </ul>	Entire emergency (needs decrease)
Student Supervision	Teachers - 13 + 7 other staff	<ul style="list-style-type: none"> <li>▪ Supervise and direct students</li> <li>▪ Assists parents/care providers with locating their children</li> <li>▪ Provide minor first aid care</li> </ul>	Entire emergency (needs decrease)
Shelter, Food, and Sanitation	Teachers - 2	<ul style="list-style-type: none"> <li>▪ Ensures available toilet facilities</li> <li>▪ In partnership with Student Supervision, distributes food, water, blankets, toys, books and clothing as needed</li> <li>▪ Coordinates shelter based on availability of buildings</li> </ul>	Entire emergency (needs decrease)

### **Incident Commander**

Maria Martin - Lead **CERT**  
(Raquel Rose - Back-up Lead)

### **Operations**

Cass Walsh - Lead  
(Maria Martin - Back-up Lead)  
(Kerri Baetkey - Back-up Lead)

### **Communications/Help Center**

Lynn Bartha - Team Lead **CERT**  
Gretchen Harris - (Back-up Lead)  
Kerri Baetkey - (**Buddy - Amber Stewart**)  
Chris Rosenbery - Para Team Lead  
Yvonne McCord

**Medhanie Gebermichael - set up table/chairs for Command Center then proceed to Security Team 1**

### **Security**

#### **Team 1:**

Theo Hausammann - Team 1 Lead (**Buddy - Stern**)  
Katelyn Mamizuka (**Buddy - Washburn**)  
Medhanie Gebermichael

#### **Team 2:**

Claire Adams - Team 2 Lead (**Buddy - Steers**)  
Kaitlin Gillespie (**Buddy - Fannng**)  
Jesus Zamarano / Francisco Perez

### **Search and Rescue (To Student Authorization and Release when done)**

#### **Team 1**

Jean-Marc Schafer - Team 1 Leader  
Caldwell/Maioriello (**Buddy - Colwell**)  
Katie Stern (**Buddy - Steers**)

#### **Team 2**

Victoria Denson - Team 2 Leader **CERT** (**Buddy - Moore**)  
Isabella Fanning (**Buddy - Zerzan**)  
Michael Bessonette (**Buddy - Peterson**)

### **First Aid**

Laurel Yrun - Team Lead  
Andrea Livengood - Teacher Leader **CERT** (**Buddy - Guenther**)  
Elizabeth Peterson (**Buddy - Wallen**)  
Erica Schrey  
Cristina Moisa  
Julianne Russell

### **Gate (All SFD except where noted)**

Erica Johnson - Team Lead Exit SFD (**Buddy - Stern**)  
Susan Warnick **CERT** Exit SFD  
\***Becky Poon** - Team Lead Entrance - Main Parking Lot SFD  
\***Barbara Libby** - Entrance - Main Parking Lot SFD  
Marty Ross - Team Lead (WT) McAllister (**Buddy - Stern**)  
Adrienne Brown - McAllister (**Buddy - Bukowsky**)

### **Shelter, Food, and Sanitation (Set Up Team)**

Trisha Washburn - Team Lead (**Buddy - Swan/Koitzian**)  
Katie Knopf - (Back-up Lead)  
Katie Guenther (**Buddy - Bukowski**)  
Lindsay Zerzan (**Buddy - Wallen**)

### **Student Supervision**

Janeen Swan - Team Lead (**Buddy - Stewart /Zuckerman**)  
Kelly Steers - (Back-up Lead) (**Buddy-Futoran/Bice**)  
Hayley Moore (**Buddy - Futoran/Bice**)  
Katie Kelly  
Amber Stewart  
Sarah Futoran  
Evelyn Clancy  
Beata Kotzian  
Susan Sharpe  
Alma Zuckerman  
Lauren Bice  
Sonza Van Herick  
Caisa Nilsson  
Natalie Cisneros  
Eva Gogas  
Carol Kizer

### **Student Authorization and Release**

Katy Colwell - Team Leader (**Buddy - Swan**)  
Ilene Braff/Celeste Perez - (Back-up Lead)  
Marjorie Bukowski - (Back-up Leader) (**Buddy - Moore/Kotzian**)  
Kelsy Gallegos (**Buddy - Clancy/Sharpe**)  
Jen Wallen (**Buddy - Swan**)  
Jean-Marc Schafer (After S&R)  
Kerri Baetkey (After Communications)  
Ivette Villareal  
Alisa Folda  
Lauren Bice  
Diane Bauer  
Lisa Meagher  
Adeline Ribaldone  
Chris Sullivan  
Chris Rosenbery

## Emergency Team Assignments

WT = Walkie-talkie; M = Master key; CERT = CERT trained

Other CERT trained staff: \_\_\_\_\_, non-classroom staff **MUST** sign in at Command Center, and once a full evacuation is called, report to the shed to gather equipment.

### Emergency Teams Flow Chart - Bacich

Step	Which teams are working?	What is happening?
1	Teachers and Staff	<ul style="list-style-type: none"> <li>Entire school evacuates buildings, doors unlocked or open</li> <li>Roll taken (mark roster) by every homeroom teacher - red placards show missing students</li> <li>All other staff sign in on roster at Command Center</li> <li>Put lanyards on students</li> </ul>
2	Security  Command Center (Incident Commander, Operations Chief and Communications)	<ul style="list-style-type: none"> <li>Security team hand off to Buddy teachers and do sweep of campus – report in to Operations Chief</li> <li>Communications establish missing persons report (after checking sign out binders and absent lists)</li> <li>Ops Chief to assign replacements for missing teachers (Security and S&amp;R first)</li> <li>Incident Commander assesses information and decides with District Office whether to send students home</li> <li>Phone alert system is activated to notify parents of situation and to collect their children if necessary. Coordinate with DO.</li> </ul>
3	Search & Rescue (if called by Ops Chief)	<ul style="list-style-type: none"> <li>Locate identified missing persons. Team members who are not buddies get supplies early if emergency is obviously severe.</li> </ul>
3	First Aid (if needed)	<ul style="list-style-type: none"> <li>Treat injuries and dispense medication. Team members who are not buddies get supplies early if emergency is obviously severe.</li> </ul>
<p><i>If a decision is made to send the students home, drop your rosters in the roster box and go to your team assignment.</i></p> <h2 style="text-align: center;">Full School Evacuation</h2>		
4	Gate	<ul style="list-style-type: none"> <li>Secure the campus to leave only 1 entrance, CC Gate and 1 exit , SFD Gate</li> <li>Allow parents in and reassure them</li> </ul>
	Student Release	<ul style="list-style-type: none"> <li>Confirm that adults are authorized to collect students</li> <li>Confirm their identity with photo ID</li> <li>Communicate with Student Supervision when a student is ready to be released to an authorized adult</li> </ul>
	Student Supervision	<ul style="list-style-type: none"> <li>Keep the students calm</li> <li>Keep students lined up on the field 6 ft distance apart in front of their classroom number</li> <li>Treat minor First Aid needs</li> </ul>

	Shelter	<ul style="list-style-type: none"> <li>● Provide porta-potties</li> <li>● Provide water, food, clothing as needed</li> </ul>
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## Incident Commander

**Objective: Communicate with DO and outside agencies; resolve issues or conflicts**

Maria Martin, Principal - Leader (WT from Comm)

Raquel Rose, Superintendent - Back-up Leader

### Evacuation

- Put on BLUE safety vest.
- Go to Command Center. Only leave for short periods with walkie-talkie, if necessary.
- Get walkie-talkie from Communications team; turn to frequency 1.
- Get Incident Commander clipboard in office emergency cart.
- Document major times and events on Incident Log (on clipboard).
- With Operations Chief, determine if an evacuation of the school site is necessary
- Coordinate with District Office (DO) on decision to evacuate and communications to parents.
- To communicate with DO, use designated DO walkie-talkie (located on Lynn's desk). DO will monitor this frequency. If the DO needs to reach you, they will go to the Bacich frequency and ask you to "transfer to the District frequency."
- DO Staff, if at Bacich, will report to you. Notify the DO of their whereabouts.

### If students will be returning to class:

- Send email to parents notifying of status

### The following instructions for \*\*\*FULL SCHOOL SITE EVACUATION ONLY\*\*\*

- DO to implement Emergency Notification Instructions.
- Locate a cell phone to use if able to call out.
- Notify (with phone if possible or student helper) Ross Valley Nursery School, Marin Enrichment and Marin Catholic of the evacuation and obtain their status (phone numbers in appendix).
- Collect information from public safety personnel (if possible).
- Based on this information, determine if any change in action is needed.
- Communicate information to Operations Chief and to all other parties listed above as necessary.
- Periodically check missing persons list and first aid station to be informed of student status. Be available to inform parents or authorized emergency contact of injured or deceased students. ***If a child cannot be found by the Student Supervision team for release to authorized adult, the Communications team will be called. If the child's whereabouts still cannot be determined, the Incident Commander will seek out the authorized adult.***
- If there is a major gas leak or electrical issue, call the DO to have them notify PG&E; notify adjacent neighbors if possible.
- Be available to deal with media/press and bystanders to keep site clear of visitors.
- Make final decisions on major conflicts and problems as they arise.

### Incident Commander Clipboard Contents and Supplies

#### Clipboard

- Team specific instruction sheet
- Map
- Emergency Team Assignments
- Directions for using the Emergency Phone System
- Entire Emergency Preparedness Plan (on cart)
- Paper
- Pen or pencil

#### Supplies

- Orange safety vest (back of door, extra with Communications)
- Walkie-talkie (with Communications)

## **Lockdown**

***(Coordinate between Principal, Assistant Principal and Office Staff, depending on who is in office at the time)***

- You will be notified by the Sheriff's department of the need for either a Level 1 or Level 2 lockdown **OR**
- Someone on campus will identify an intruder and alert the office (Level 2). **Call 911.**
- Call the following locations (phone numbers in appendix) and let them know that we have gone into Lockdown Level 1 or 2: Marin Enrichment, District Office, Ross Valley Nursery School, Kent, Marin Catholic. We will also ask that all of these locations contact us for the same reasons.

### **For Level 1 Emergency**

- Send email to teachers and staff with information regarding the situation.
- Announce that teachers should check their email.
- Doors should remain locked and students should remain in classrooms with the following exceptions:
  - Passing between classes
  - Traveling to the bathroom with a peer buddy
  - Dismissal
- Sweep campus, communicate directly with PE, check the restrooms.
- If possible, check in with substitute teachers who won't have email.
- Wait for update from Sheriff. If no word within a reasonable time, call Sheriff or Kentfield sub-station (phone numbers in appendix)
- When situation is over, send email with information and announce that teachers should check their email.
- Coordinate communication to parents with Kent and District Office.

### **For Level 2 Emergency**

- You will be notified of a Level 2 emergency by the "lockdown sound device." This sound will be generated from the PA system. Call 911 if not notified of situation by Sheriff.
- Stay in place and lock doors.
- Provide site map and master key to public safety personnel as needed.
- Sheriff will arrive and notify when all clear.
- Based on directions given by safety personnel, determine appropriate actions for students, i.e. stay in locked classrooms, evacuate school buildings, evacuate school site, return to class etc.
- Once the lockdown has ended, ***you or another recognized administrator or school official*** must go to each room, identify yourself, unlock the door with your master key and notify the teacher that we are moving to a Level 1 Lockdown and to expect an email with instructions. Staff/Teachers are not to act on bells or PA messages without a personal notification at their rooms.
- After notification, teachers will take attendance in Google Docs and wait for further instructions.
- Check attendance status using Google Docs. Call substitute teachers for attendance. If teachers cannot access Google Docs, they will call the office to report attendance.
- Once all children have been accounted for, determine, with Operations Chief, if a normal school day should resume or if children should be evacuated. Send an email to teachers and make an announcement over PA system for teachers to check their email.
- Coordinate communication to parents with Kent and District Office.
- Maintain log of all incoming and outgoing communications.

## Operations

### **Objective: Direct operations and set priorities for teams**

Cass Walsh, Assistant Principal - Lead (WT)  
(Maria Martin, Principal - Back-up Lead)  
(Kerri Baetkey) - Secondary Back-up (**Buddy - Zerzan**)

#### **Evacuation**

- Put on BLUE safety vest; go to Command Center on blacktop at the edge of the field.
- Do not leave Command Center under any circumstance.
- Get clipboard, walkie-talkie and headset from office emergency cart; turn to frequency 1.

#### **Key Tasks:**

- **Review absent teacher list**  
Fill vacancies on key teams: Security, Search and Rescue (CERT trained)  
(Use absent teacher list, Team Assignment list and list of CERT trained staff)
- **Assess status reports from Security team.** Where on Campus? Use map as overview. Use Operations Chief checklist to track high priority tasks. Are there any fires? *If the event is obviously severe, tell security to immediately shut off the electrical panels.* Route Ramiro Alvitez with Team 1 ASAP; then send with Team 2.
- **Is there a gas leak** at the gas main? If yes, **announce** that everyone should **stay away from the McAllister** side of the school.
- **If there are red placards**, review missing persons list from Communications team
  - Obvious major locations?
  - Assemble and dispatch Search and Rescue team for that zone as appropriate.
- **Determine if an evacuation of the school site is necessary** with Incident Commander. Incident Commander to coordinate decision to evacuate with District Office.
- **Announce decision** on BOTH walkie-talkie and with the megaphone:  
"Return to classrooms" OR "We're in a full evacuation; teachers proceed to your team assignments."

### **The following instructions for \*\*\*FULL SCHOOL SITE EVACUATION ONLY\*\*\***

- Determine replacements for other teams as necessary. Review absent teacher list with Team Assignment. After Security and Search and Rescue, Gate is a high priority. If there are no missing persons, Search and Rescue can be reassigned.
- Give immediate orders to Security, Gate, and Search and Rescue teams as required, regarding utilities, fires, etc.
- All other teams to proceed to the shed unless otherwise directed.
- Receive on-going campus damage report from Security team via walkie-talkies.
- Consult Command Center map as necessary. Communications team to mark the map with key information from Security, Search and Rescue, and other teams.
- Determine operational priorities and reassign teams based on current needs.
- Resolve conflicts on operational priorities and resources. Communicate with Incident Commander on status of campus and request resources from outside if necessary.

# Operations Chief Checklist - Evacuation

- Has the gas main broken?
  - If yes, shut off all power, notify teams to stay away from McCallister side of school

Status	Potential Hazard	Location	Code on Map
	Gas Boiler 1	By end of Kindergarten wing	B1
	Gas Boiler 2	By 2 <sup>nd</sup> grade wing	B2
	Gas Boiler 3	By end 3 <sup>rd</sup> /4 <sup>th</sup> grade wing	B3
	Electrical 1	Main power shut off – end 1 <sup>st</sup> grade wing	E1
	Electrical 2	In library wing	E2
	Electrical 3	By end of Kindergarten wing	E3
	Electrical 4	By end of Marin Enrichment wing	E4
	Gas 1	Gas main	G1
	Gas 2	4 x all behind Marin Enrichment wing	G2
	Gas 3	Gas water heater by library wing	G3
	Gas 4	Community center store room & stove	G4

- Pre Evac decision
- What is the damage assessment? Are there any fires? Dispatch person to help.
    - Kindergarten wing
    - Office wing
    - Library/ Art room
    - Admin building
    - 1<sup>st</sup> grade wing
    - 3<sup>rd</sup>/4<sup>th</sup> grade wing
    - Marin Enrichment/MCOE wing
    - Community Center
  - Review absent teacher list
    - Fill vacancies on key teams: Security, Search and Rescue (CERT trained if possible) and Gates
    - If Kris is on campus, have him help with First Aid set up then Search and Rescue

Criteria for shutting off utilities:  
 Ceiling panels down  
 Books/supplies off shelves and counters  
 Doors or drawers falling open  
 Doors jammed  
 Windows cracked or broken

- If red placards
- 
- Communications to distribute master keys to Search and Rescue teams
    - Team 1
    - Team 2
  - Review missing persons list
    - Obvious major locations?
    - Dispatch Search and Rescue as appropriate

- Full Evacuation
- 
- Are gates secured with team posted?
    - McAllister
    - SFD
  - Are parking lots closed off?
    - McAllister
    - SFD

When extra help is needed, send team member, not team leader.

## **Lockdown**

***(Coordinate between Principal, AP and Office Staff, depending on who is in office at the time)***

- You will be notified by the Sheriff's department of the need for either a Level 1 or Level 2 lockdown **OR**
- Someone on campus will identify an intruder and alert the office (Level 2). **Call 911.**
- Call the following locations (phone numbers in appendix) and let them know that we have gone into Lockdown Level 1 or 2: Marin Enrichment, District Office, Ross Valley Nursery School, Kent, Marin Catholic. We will also ask that all of these locations contact us for the same reasons.

### **For Level 1 Emergency**

- Send email to teachers and staff with information regarding the situation.
- Announce that teachers should check their email.
- Doors should remain locked and students should remain in classrooms
- Sweep campus, communicate directly with PE, check the restrooms.
- If possible, check in with substitute teachers who won't have email.
- Wait for update from Sheriff. If no word within a reasonable time, call Sheriff or Kentfield sub-station (phone numbers in appendix)
- When situation is over, send email with information and announce that teachers should check their email.
- Coordinate communication to parents with Kent and District Office.

### **For Level 2 Emergency**

- You will be notified of a Level 2 emergency by the "lockdown sound device." This sound will be generated from the PA system. Call 911 if not notified of situation by Sheriff.
- Stay in place and lock doors.
- Provide site map and master key to public safety personnel as needed.
- Sheriff will arrive and notify when all clear.
- Based on directions given by safety personnel, determine appropriate actions for students, i.e. stay in locked classrooms, evacuate school buildings, evacuate school site, return to class etc.
- Once the lockdown has ended, ***you or another recognized administrator or school official*** must go to each room, identify yourself, unlock the door with your master key and notify the teacher that we are moving to a Level 1 Lockdown and to expect an email with instructions. Staff/ Teachers are not to act on bells or PA messages without a personal notification at their rooms.
- After notification, teachers will take attendance in Google Docs and wait for further instructions.
- Check attendance status using Google Docs. Call substitute teachers for attendance. If teachers cannot access Google Docs, they will call the office to report attendance.
- Once all children have been accounted for, determine, with Operations Chief, if a normal school day should resume or if children should be evacuated. Send an email to teachers and make an announcement over PA system for teachers to check their email.
- Coordinate communication to parents with Kent and District Office.
- Maintain log of all incoming and outgoing communications.

## **Operations Chief Clipboard Contents and Supplies**

### Clipboard

- Team specific instruction sheet (includes Operation Chief Checklist)
- List of CERT trained teachers
- Map
- Emergency Team Assignments
- Entire Emergency Preparedness Plan (on cart)
- Teacher/staff release order lists (in binder on cart)
- Paper
- Pen and pencil

### Supplies

- Orange safety vest (back of door, extra with Communications)
- Walkie-talkie and headset (with Communications)
- Megaphone (with Communications)

## Communications/Help Center

**Objective: Account for all students and staff on campus; document all communications**

Lynn Bartha, Assistant to the Principal - Lead (WT)

Gretchen Harris, Attendance Secretary - (*Back-up Lead*) (WT)

Kerri Baetkey - (**Buddy - Stewart**)

Chris Rosenbery - Para Team Lead

### Evacuation

- Take the following items to the Command Center:
  - Medication cart, (2 copies of med alert list on cart)
  - Sign out binder and visitor log
  - Communications walkie-talkie - Lynn's desk (Extra are on office emergency cart)
  - Office emergency cart (including Absent teacher and student lists)
- Put on orange safety vest (on office cart).
- One Communications team member to remain in Command Center at all times.
- If full evacuation, Student Release (**Specialists or paras on Student Release Team**) will set up Command Center table and chairs.

Lynn	Gretchen
<ul style="list-style-type: none"> <li>● Turn on walkie-talkie to frequency 1</li> <li>● Provide <b>walkie-talkies</b> to Ops Chief and Incident Commander</li> <li>● Provide <b>clipboards</b> to Ops Chief and Inc Commander</li> <li>● Distribute classroom <b>rosters</b> on clipboards (with placards, vest and pen) to teachers who need them</li> <li>● Provide spare walkie-talkies as needed; track who has them on the clipboard with the walkie-talkie list</li> <li>● Provide <b>master keys</b> as needed; track who has them on master key list on clipboard</li> <li>● Get missing persons list to show to Ops Chief</li> <li>● <b>***For FULL EVACUATION only***</b></li> <li>● Update missing persons list as people are located. Note condition of person (e.g. found, injured, etc.); continue to track their location as they are moved.</li> <li>● Monitor all incoming and outgoing communications; mark info on map</li> </ul>	<ul style="list-style-type: none"> <li>● Provide <b>absent teacher list</b> to Operations Chief</li> <li>● Put out <b>staff roster clipboard; (Specialist from Student Supervision Team)</b> to ensure that all have signed in</li> <li>● <b>If any teachers are holding red placards, go immediately and collect those rosters</b></li> <li>● Compare names against absent student and absent teacher lists and sign out binder</li> <li>● Make list of names and room numbers of <b>missing persons</b> (Use form)</li> <li>● Check staff roster against absent teacher list and add names to missing persons list</li> <li>● Give list to Lynn; save rosters to use if full evacuation</li> <li>● Listen to radio for pertinent information <b>***For FULL EVACUATION only***</b></li> <li>● Place <b>roster box on ground</b> at edge of play structure near classroom numbers</li> <li>● Provide Emergency Contact <b>binders to Student Release</b> team</li> <li>● Provide <b>medication cart to First Aid</b> team</li> <li>● <b>Collect roster box</b> and double check absent student list and absent teacher list. Report discrepancies to Ops Chief</li> <li>● Get assistance to for setting up canopy as needs require and time permits</li> </ul>

## **Lockdown**

***(Coordinate between Principal, Assistant Principal and Office Staff, depending on who is in office at the time)***

- You will be notified by the Sheriff's department of the need for either a Level 1 or Level 2 lockdown **OR**
- Someone on campus will identify an intruder and alert the office (Level 2). **Call 911.**
- Call the following locations (phone numbers in appendix) and let them know that we have gone into Lockdown Level 1 or 2: Marin Enrichment, District Office, Ross Valley Nursery School, Kent, Marin Catholic. We will also ask that all of these locations contact us for the same reasons.

### **For Level 1 Emergency**

- Send email to teachers and staff with information regarding the situation.
- Announce that teachers should check their email.
- Doors should remain locked and students should remain in classrooms with the following exceptions:
  - Passing between classes
  - Traveling to the bathroom with a peer buddy
  - Dismissal
- Sweep campus, communicate directly with PE, check the restrooms.
- If possible, check in with substitute teachers who won't have email.
- Wait for update from Sheriff. If no word within a reasonable time, call Sheriff or Kentfield sub-station (phone numbers in appendix)
- When situation is over, send email with information and announce that teachers should check their email.
- Coordinate communication to parents with Kent and District Office.

### **For Level 2 Emergency**

- You will be notified of a Level 2 emergency by the "lockdown sound device." This sound will be generated from the PA system. Call 911 if not notified of situation by Sheriff.
- Stay in place and lock doors.
- Provide site map and master key to public safety personnel as needed.
- Sheriff will arrive and notify when all clear.
- Based on directions given by safety personnel, determine appropriate actions for students, i.e. stay in locked classrooms, evacuate school buildings, evacuate school site, return to class etc.
- Once the lockdown has ended, ***you or another recognized administrator or school official*** must go to each room, identify yourself, unlock the door with your master key and notify the teacher that we are moving to a Level 1 Lockdown and to expect an email with instructions. Staff/Teachers are not to act on bells or PA messages without a personal notification at their rooms.
- After notification, teachers will take attendance in Google Docs and wait for further instructions.
- Check attendance status using Google Docs. Call substitute teachers for attendance. If teachers cannot access Google Docs, they will call the office to report attendance.
- Once all children have been accounted for, determine, with Operations Chief, if a normal school day should resume or if children should be evacuated. Send an email to teachers and make an announcement over PA system for teachers to check their email.
- Coordinate communication to parents with Kent and District Office.
- Maintain log of all incoming and outgoing communications.

# Communications Clipboard Contents and Supplies

## Communications Clipboards/Binder (on office cart)

- Team specific instruction sheet
- Large map for cart
- Emergency Team Assignments
- Operation Chief Checklist (also with Ops Chief)
- List of CERT trained teachers
- Missing person forms
- Emergency Notification Instructions (in Emergency Plan Appendix)
- Phone numbers of outside agencies (in Emergency Plan Appendix)
- Location of all porta-potties (in Shelter, Food and Sanitation instructions in Emergency Plan)
- Walkie-talkie owners and locations (in Emergency Plan Appendix)
- Megaphone owners and locations (in Emergency Plan Appendix)

## Supplies (on moveable office cart)

- Absent student list (updated daily)
- Absent teacher list (updated as changes)
- Medical alert list (updated as changes)
- 7 clipboards (Incident Commander-1, Operations Chief-1, Communications-2, Staff roster-1, Master Keys / Walkie-talkie log-1, spare-1)
- Staff roster (on clipboard noted above)
- 4 master keys and master key log on clipboard noted above (S & R-2, Security-2 on clipboard)
- 3 Walkies-talkies (Incident Commander (1), Ops Chief (1), 1 spare) – + 1 communications walkie-talkie on Gretchen's desk that she will bring
- All available extra walkie-talkies
- Megaphone (for Operations Chief) + 10 C batteries + screwdriver to open
- Security team box including 2 clipboards, 4 hard hats and 2 flashlights
- 2 hard hats for Ramiro Alvitez and Medhanie Gebremicheal
- Large laminated map to mark
- Small laminated maps (2 for Security, 3 spares)
- Laminated Operations Chief checklist
- Wax crayons or grease pens that write on laminate; cloth to wipe off
- Box to collect remaining labels and rosters
- Class rosters (if teachers don't have their clipboards)
- Extra red and green placards (if teachers don't have their clipboards)
- Class label lists (if teachers don't have their clipboards)
- 5 Emergency Contact binders & (for Student Release Binders in Shed for Student Release team)
- 12 orange safety vests (2 for Communications, 10 spares)
- Pads of regular paper (5)
- Pens and Pencils (at least 6 each)
- Emergency Preparedness Plan (2 copies)
- Flashlight and 2 D batteries
- Radio and 2AA batteries
- Sunscreen

## Supplies in Office

- Medication cart
- Sign out binder and visitor log
- Communications walkie-talkie (Gretchen's desk)
- 6-foot table brought out with cart

## Supplies in Shed, brought out by other teams

- Canopy (brought out by First Aid)
- Table and 2 chairs (from Student Release cart, set up by Student Release)

## Security Team

**Objective: Check campus for potential hazards (building damage, fire, gas leaks).  
Teams sweep only in case of earthquake.**

### Team 1 - Zones 1-3

Theo Hausmann\* (WT) (**Buddy - Steers**)

Katelyn Mamizuka\* (**Buddy - Washburn**)

**Medhanie Gebremichael (WT)-Immediately check main:**

**gas, water, electrical**

### Team 2 - Zones 4-5

Claire Adams (WT) (**Buddy - Steers**)

Kaitlin Gillespie (**Buddy - Fanning**)

Jesus Zamarano/Francisco Perez

### \*Call role from your roster and immediately hand off class to buddy

- Take your walkie-talkie (frequency 1); put on orange vest
- **Get clipboard, hard hat and flashlight** from Communications cart
- **Each team will check-out a Master Key** from Communications cart
- **Perform a quick, initial sweep** of all buildings, looking for damage and red ribbons on doors.
- **Report conditions to Operations Chief**
- Criteria for shutting off utilities:
  - Ceiling panels down
  - Books/supplies off shelves and counters
  - Doors or drawers falling open
  - Doors jammed
  - Windows cracked or broken
- **Once initial sweep is completed, go back and do a thorough check of the campus**
- **If gas main breaks, shut off all power**

Team 1 - Zones 1, 2, 3	Team 2 - Zone 4, 5
<ul style="list-style-type: none"> <li>- <b>Check exterior of buildings in Zones 1-3</b> (see map) open doors to check potential hazards (gas boilers, electrical, etc.) as per map and <b>safe handling guidelines</b> (see next page). Electrical is marked with orange stickers, gas/boilers are marked yellow.</li> <li>- <b>Mark doors with chalk</b> indicating the time you inspected. If gas or electrical is shut off, write "Off" and the time; if off, do not recheck with aftershocks.</li> <li>- <b>Radio to Operations</b> and they will <b>mark map</b> with wax crayon as you check each area and hazard.</li> <li>- <b>Report via WT</b> status of each area/ hazard to Operations Chief.</li> <li>- <b>Take the nearest fire extinguisher</b>, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Check gas main</b> for leak: <u>If gas leak:</u> <b>Report</b> situation via WT to Operations Chief <b>Evacuate</b> the area <b>Put caution tape</b> around the area – to show it cannot be accessed by anyone</li> <li>- <b>Check exterior of buildings in Zone 4-5</b> (see map). Open doors to check potential hazards (gas boilers, electrical, etc.) as per map and <b>safe handling guidelines</b> (see next page). Electrical is marked with orange stickers, gas/boilers are marked yellow.</li> <li>- <b>Mark doors with chalk</b> indicating the time you inspected. If gas or electrical is shut off, write "Off" and the time; if off, do not recheck with aftershocks.</li> <li>- <b>Radio to Operations</b> and they will <b>mark map</b> with wax crayon as you check each area and hazard.</li> <li>- <b>Report via WT</b> status of each area/ hazard to Operations Chief. <b>Report on red ribbons on doors.</b></li> <li>- <b>Take the nearest fire extinguisher</b>, if needed.</li> </ul>

If you do not have your walkie-talkie, get spare from Communications.

If Ramiro Altivez is on campus, he will check each location with you beginning with Team 1. If he arrives later, he will recheck each location with you.

Team 1 - Zones 1, 2, 3	Team 2 - Zone 4, 5
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***FOR FULL EVACUATION ONLY*** Shed combination-2200	
<p><b>Turn off power at the main electrical closet E1.</b> <b>Report power off to Operations Chief</b></p> <ul style="list-style-type: none"> <li>- <b>Get fanny pack</b> from shed</li> <li>- <b>Put caution tape</b> 1) between room 16 and Community Center; and 3) between rooms 18 and 22.</li> <li>- <b>Stay in Zones 1-3</b>; continue to monitor the area and support <b>Search &amp; Rescue 1</b> with stretcher bearing as required.</li> <li>- Water mains are marked on map; shut off if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Get fanny pack</b> from shed</li> <li>- <b>Put up caution tape</b> 1) between rooms 29 and 33 and 2) between room 32 and the railing, and between room 25 and the railing</li> <li>- <b>Recheck</b> gas main</li> <li>- <b>Stay in Zones 4-5</b>; continue to monitor the area and support <b>Search &amp; Rescue 2</b> with stretcher bearing as required.</li> <li>- Water mains are marked on map; shut off if necessary.</li> </ul>

## Security Team Safe Handling Guidelines for Gas, Electricity and Fire

<ul style="list-style-type: none"> <li>- When checking for hazards <b>one team member must remain at the open door</b> of the room.</li> <li>- Do not enter a building if there is structural damage.</li> <li>- If shut off is required, each appliance has instructions by the shutoffs.</li> <li>- What to be aware of: smoke, sparks, flames, smell of gas, hissing or unusual sounds</li> </ul>
<b>Electricity</b>
If full evacuation is announced, turn off the power at the electrical main E1.
<b>Gas</b>
<ul style="list-style-type: none"> <li>- Do not shut off any gas until the power is switched off at the electrical main.</li> <li>- If the gas main is “screaming” with a gas leak - <b>DO NOT APPROACH THE GAS MAIN</b>. Notify the Operations chief, evacuate the area, and put up the red caution tape to prevent access.</li> <li>- If there is a very strong smell of gas outside and the main is not “screaming,” then shut off the main using the tool stored in the old shed. Notify the Operations Chief.</li> <li>- If you smell gas by a gas appliance (boiler, water heater) make sure the power is off, and then switch off the gas supply locally following the instructions by the shut off.</li> </ul>
<b>Fire</b>
<p>If there is a fire – you should only fight the fire if you can answer <b>yes</b> to all of the questions below:</p> <ol style="list-style-type: none"> <li>1. Can you see the seat of the fire?</li> <li>2. Can you get within 10 feet of the fire?</li> <li>3. Is it smaller than a teacher’s desk?</li> <li>4. Are you sure it is not caused by a gas leak?</li> </ol> <p>If you answer <b>no</b> to any question, leave the site of the fire, closing the door behind you. Notify the Operations Chief immediately and they will call the fire department if possible.</p>
<b>Water</b>
If water is leaking, attempt to shut off at local outlets or main if necessary.

## **Security Supplies**

### **Bring from classroom** (spares with Communications)

- Orange safety vest
- Walkie-talkie (WT) for all team members

### **On Communications cart**

- Safety vest for Medhanie
- Hardhats labeled for each team member
- Clipboard with master key, laminated map with wax crayon, chalk
- Flashlights – 2 (1 for each team)
- D batteries – 4 (2 for each flashlight)
- Team specific instruction sheet

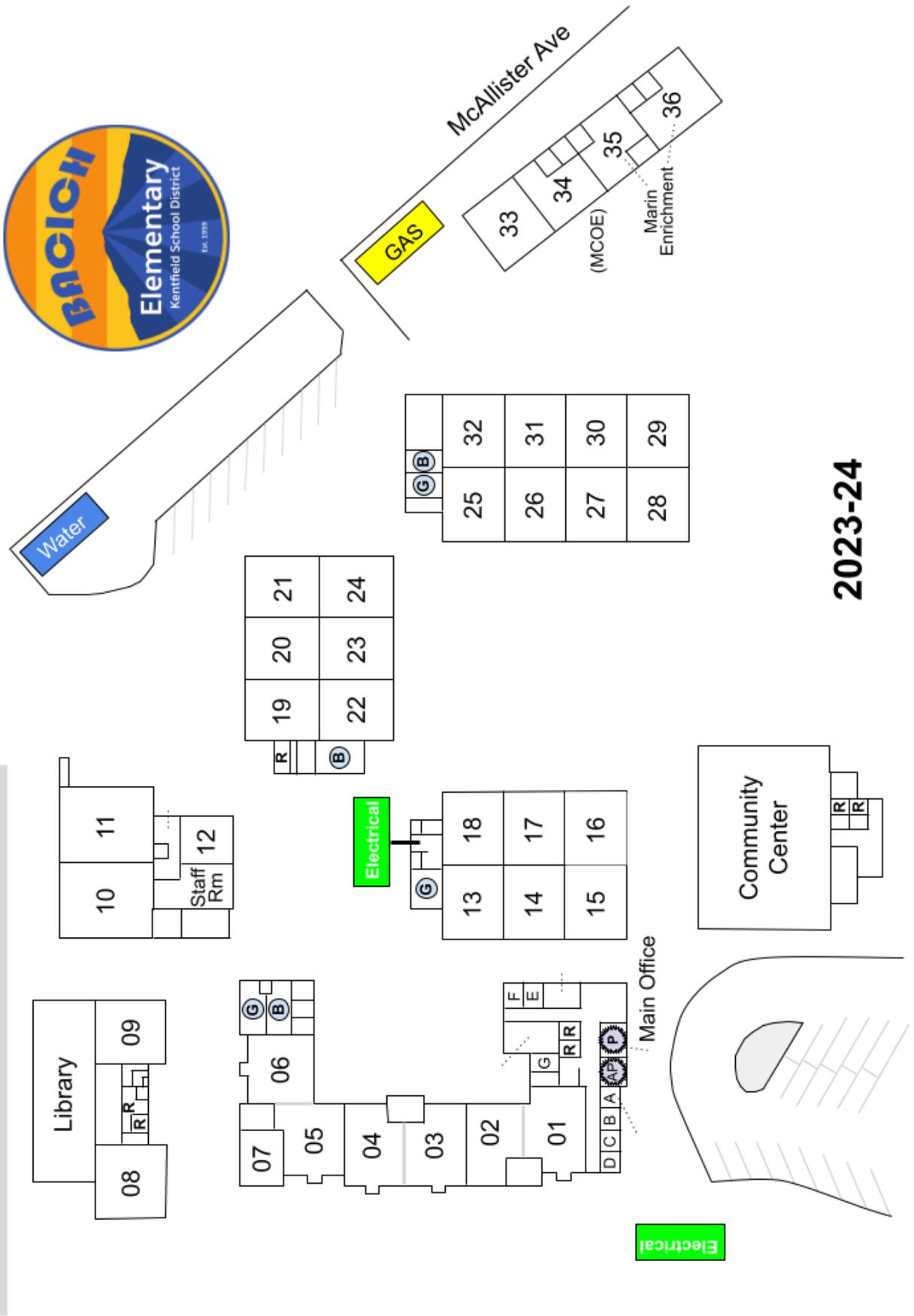
### **Fanny packs in shed, 2 packs** labeled **Team 1** and **Team 2**

- Caution tape (teachers/staff can cross) – 1 roll
- Red tape (no one to cross this tape – hazard) - 1 roll
- Duct tape – 1 roll
- Box cutters – 1
- Pliers – 1

### **In Security box shed** (shared with Gate) - spare

- Caution tape – 2 rolls
- Duct tape – 1 roll
- Rope (100 ft) – 1 roll
- Zip ties – 15 extra long, 20 short
- Box cutter – 2 heavy duty
- Wire cutter - 2

Electrical, Water, and Gas Main Location Map



2023-24

# 2023-2024



Zone Map



# Search and Rescue

**Objective: Locate and extract people known to be missing.**

## **Team 1 - Zones 1-3**

Michael Bessonette (Buddy - Peterson) Team 1 Leader

M. Caldwell/J. Maioriello (Buddy - Colwell)

Katie Stern (Buddy - Steers)

## **Team 2 - Zones 4-5**

Victoria Denson - Team 2 Leader (Buddy - Moore)

Isabella Fanning (Buddy - Zerzan)

Jean-Marc Schafer

**Team leaders to bring walkie-talkies from classroom;** turn to frequency 1.

- If there is a strong earthquake, **Michael B. to proceed immediately to the shed** to collect S&R hand trucks, bring them to the blacktop and wait until Ops Chief calls for teams.
- **Unless we know people are missing, teams will not perform Search and Rescue.** After roll is called, if there are red placards, Operations Chief will ask one or both S&R teams to search for the missing person(s).

**\*\*\*The following instructions are for locating confirmed missing persons \*\*\***

- **Leader: Go to Command Center for master key** and specific instructions. If a team member is absent, leader to notify Operations Chief who will assign another person. If team leader is absent/injured, team to get spare walkie-talkie from Communications team.
- **Team: Go to shed (if gear not already out)**, put on gloves, helmets and spare shoes (if desired). Each team takes hand truck with supply bag, tools and portable stretcher.
- **Begin at the place the missing person was last seen. If you see red ribbons on any door knobs, proceed to those areas next. Search the wing and then a broader area until the person is found. You may be redirected by the Ops Chief as necessary**
  - 2 of the 3 team members should enter the damaged area and one should remain outside with the walkie-talkie, bag and clipboard. The third team member may enter only if it appears safe and they have notified the Operations Chief.
    - Place S&R sticker on the door and note team, date and time of entry.
    - Prop door open with bag.
    - Smell for gas. If you smell gas, close the door carefully and walk away. Leave lights as they are so as not to cause a spark. Report odd smells to Ops Chief
    - Look inside room for danger before entering; enter only if safe
    - If room is filled with thick smoke, do not enter. If smoke is light, proceed with caution and stay low.
    - Call out to announce you are there and looking for people
    - Search thoroughly; since rooms are adjoining, a child missing from one room may have gone to another; search closets, under desks
    - Write date and time of exit on S&R sticker; mark the other side of the "X" if search is complete
  - Operations will mark laminated map with wax crayon to track searched areas.
  - If gas main breaks, use judgment whether to search nearby rooms (29-32 and 33-38).
  - After checking bathrooms, lock doors.
- **If someone is found, notify the Operations Chief and use triage protocol to assess the situation.** (Copy of START process attached for reference).

- Focus should be on extracting only those people who are breathing. Do not conduct CPR. Do not extract any people who are deceased. Large wounds can be quickly dressed with supplies from the bag.
- Remove people if you can safely remove them in 5 minutes or less; if an extraction will take longer, evaluate calling for assistance or leaving them until later.
- Utilize triage tags (attached to each patient) to document assessment:
  - Green = Minor injuries (*walk to First Aid; escort if possible*)
  - Yellow = Delay treatment (*transport to First Aid*)
  - Red = Immediate treatment (*transport to First Aid*)
  - Black = Deceased (*leave where found*)
- Ask Operations Chief for runners to transport patients. If none available, take immediately to First Aid (edge of field, near blacktop). Security team will join you and also help with stretcher bearing as soon as possible.

■ **Once area is cleared and or triaged, notify the Operations Chief.**

- *Note: the following have only 1 exit: All bathrooms, the internal office in the library*

■ **Once you've found all missing persons, report to Command Center for further instructions.**

■ **Conduct subsequent searches as directed by Operations Chief.**

**Search and Rescue Clipboard Contents and Supplies**

Clipboard (1 per team)

- Team specific instruction sheet
- , laminated – 1
- Walkie-talkie protocol – 1
- Wax crayon to mark map – 2
- START procedure – 1
- Paper – 3 pages
- Pen – 1

Supplies

<b><u>Contents for each bag on hand truck (2 bags: 1 per team)</u></b>		<b><u>In S&amp;R rolling bin</u></b>
Marking Sticky notes – 1 pack	Dust masks - 7	Hack saws – 2
Triage tags - 20	Goggles – 4	Saw – 1
Notebook – 1 pad	Gloves, work – 5 pair	Axes – 2
Tape – 1 dispenser roll	Whistle – 1	Pry bars – 1
Pens – 2	Gauze – 4	Crow bars – 1
Pencils – 2	Duct tape – 1	Sledge hammers – 2
Sharpies - 2	Crow bar – 1	Shovel – 1
Watch – 1	Pry bars – 1	
Chalk (large) - 2	Wire cutters – 1	<b><u>On S&amp;R shelves</u></b>
Flashlight – 1 large	Wrench – 1	Helmets – 7 (1 per team member)
Batteries, D – 3	Box cutter – 1	Coveralls - 10
Headlamp – 1		Knee pads - 6
Batteries, AAA – 3	<b><u>Brought by leader/team</u></b>	Back support - 6
Portable stretcher – 1	Orange safety vests	Sturdy shoes (teachers to bring)
Disposable gloves – 5 pair	Walkie-talkie for team leader	Wood for bracing (1 box 2x4s)

# START (Simple Triage and Rapid Treatment)

For you as a community disaster worker, this task is particularly difficult because many of those you will be treating are friends and acquaintances. To make this difficult task more manageable the **START** method of triage is recommended. These simple assessment guidelines determine the priority placed on each patient, and keep the rescuer moving and saving lives by opening airways, stopping bleeding and treating for shock.

The **START** method assesses three vital functions:

- 1) **R**espiration (breathing)
- 2) **P**erfusion (blood circulation)
- 3) **M**ental status (alertness, consciousness)

**Think RPM**

## WALKING WOUNDED

Your first action in beginning triage is to ask “All those who can stand and walk, get up and move outside this building” (or next to the red car, etc.): Separates “walking wounded,” from the rest.

“Walking wounded” get **Green tags (Minor injuries)** can become a labor resource—such as:

- Assist in controlling bleeding
- Hold victim’s head in neutral alignment for suspected spinal injury
- Comfort or monitor the more seriously injured

## Start RPM

### RESPIRATIONS (Breathing)

Sort out the more seriously injured victims:

- Check for respiration.
- Look, listen, and feel for breath.
- Respiration can be present and shallow—difficult to detect.
- Shut out extraneous noise and distractions—get in close to patient: Look - listen - feel for breath

If patient not breathing and trauma and/or spinal injury are suspected:

- Open airway by head-tilt, chin-lift method - or modified jaw thrust method.
- After opening airway—check again for breathing.
- If still **not breathing—tag patient Black (dead)** and move on.

If patient **is breathing**—count respirations.

- If respiration more than 30 per minute, or fewer than 10 per minute, **tag Red (immediate)** and move on.
- If breathing adequate (between 10 and 30 breaths per minute) start Perfusion (Blood Circulation) test.

### PERFUSION (Blood Circulation)

Is adequate blood supply being circulated? Two ways to check:

1. Press on fingernail bed (base of nail or in light semicircle)
2. Pinch area inside the lower lip.

If patient is breathing and **color does not** return in less than 2 seconds—**tag Red (immediate)**.

If patient is breathing and **color returns** in less than 2 seconds—start evaluating Mental Status.

### MENTAL STATUS (Alertness – Consciousness)

Are they alert and oriented?

Decreasing level of consciousness is indication of shock: Does the victim have decreased awareness?

Determine mental status by asking simple questions:

- “What day is it today?”;
- “Can you tell me where you are?”
- “What state (or town) are we in?”

If victim cannot follow simple instructions, **tag Red (immediate)**.

If victim passes all three tests; **Respiration - Perfusion - and Mental status, tag Yellow (delayed)**.

During triage — airways will have been opened and major (arterial) bleeding stopped.

Once all patients have been triaged and tagged, notify emergency service and additional resources of situation.

# Search and Rescue stickers for placing on doors

\_\_\_\_\_

Date of Exit

\_\_\_\_\_

Time of Exit

**SR1 or SR2**  
(circle one)

\_\_\_\_\_

Date of Entry

\_\_\_\_\_

Time of Entry

**Hazards:** (circle)

Broken glass

Exposed power line

Other: water?

Chemicals?

-L

-D

<p>*****</p> <p><b>SEARCH MARKING LEGEND</b></p> <p>*****</p>	<p><b>Incomplete Search / No Entry</b></p> <p>2-24 1520</p> <p><b>SB1</b> 2-24 1150</p> <p>2-L 3-D</p> <p><i>glass</i></p>	<p><b>Completed Search</b></p> <p>2-24 1520</p> <p><b>SR1</b> 2-24 1150</p> <p>2-L 3-D</p> <p><i>glass</i></p>	<p><b>Incomplete Search</b> = room search not finished and/or people are still in the room</p> <p><b>Complete Search</b> = you do not need to re-enter</p>
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Emergency Preparedness Plan.doc  
Updated: September 7, 2023

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2023-2024



Zone Map



# First Aid

**Objective: Assess, treat and comfort patients**

Laurel Yrun - Team Lead

Andrea Livengood - Teacher Leader (**Buddy-Guenther**)

Elizabeth Peterson (**Buddy-Wallen**)

Erica Schrey

Cristina Moisa

Julianne Russell / Erika Salazar

- Team leader to pick up walkie-talkie from classroom; turn to frequency 1. First Aid vests are located on the Command Center Cart.
- **If emergency is obviously severe, Gretchen Harris to get First Aid rolling cart immediately.**

**The following instructions for \*\*\*FULL SCHOOL SITE EVACUATION ONLY\*\*\***

- **Get supplies from the shed - Code #2200**
  - Take 2 canopies (1 for First Aid, 1 for Command Center)
  - First Aid rolling can to the 3rd/4th blacktop near Gate D entrance for easy access of emergency vehicles
  - Roll out the medication cart from the Command Center. Get defibrillator from Community Center (if safe to do so).
  - Set out orange bag (contains triage log and some medical supplies)
  - Have a Treatment Log ready to sign in injured.
  - Lay out tarps in triage order (green, yellow, red). Green should be closest to students.
  - Set out color coded triage boxes on each tarp (green, yellow, red)

Role	Who	What?
Assess	Laurel Yrun	<ul style="list-style-type: none"> <li>- Use START procedure to assess condition (see attached)</li> <li>- Use triage tags (attached to each patient) to document condition:</li> <li>- For students needing medication, triage as usual and monitor (even if only inhaler or Benadryl)</li> </ul>
Log	Elizabeth Peterson	<ul style="list-style-type: none"> <li>- Document all patients and their status in the triage log</li> <li>- Provide information to Communications team about patients in First Aid, if requested</li> </ul>
Green	Julianne Russell / Erika Salazar	<ul style="list-style-type: none"> <li>- Monitor and treat</li> <li>- Move patients to yellow or red if condition worsens</li> <li>- Release to Student Supervision when appropriate</li> </ul>
Yellow	Erica Schrey	<ul style="list-style-type: none"> <li>- Monitor and treat</li> <li>- Move patients to red if condition worsens</li> <li>- Move patients to green if condition improves</li> </ul>
Red	Andrea Livengood	<ul style="list-style-type: none"> <li>- Monitor and treat</li> <li>- Move patients to yellow if condition improves</li> <li>- Move patients to black if deceased</li> </ul>
Black	Cristina Moisa	<ul style="list-style-type: none"> <li>- Team leader to determine appropriate place for morgue if required; baseball dugout or tent if available; use black sheeting in shed</li> </ul>
Leader	Andrea Livengood	<ul style="list-style-type: none"> <li>- Provide guidance to team about set up, procedures, etc.</li> <li>- Back up team where necessary</li> <li>- Notify Operations Chief if more resources are required</li> <li>- Notify Operations Chief if ambulance is required</li> </ul>



## **Additional Notes**

- If team leader is absent/injured, get walkie-talkie from Communications.
- Treat RED patients first (consult First Aid book if necessary).
- Focus should be on patients who are breathing. CPR should only be conducted if there are adequate resources. First Aid leader to determine.
- Search and Rescue may call for assistance to bring patients to First Aid. If someone is available, take stretcher to collect patient at site; if no one is available to transport patients, Search and Rescue or Security will transport them.
- Search and Rescue patients will already be triaged; use same process to reassess.
- Minor injuries (small cuts, etc,) to be treated by Student Supervision who have supplies.
- Additional/back up supplies in boxes in the shed (see attached list).
- Red backpacks with yellow cords (on classroom numbers) contain student-specific medications
- *Should a person go into cardiac arrest, the first aid team can retrieve the AED from the Community Center.*

### **■ Set up First Aid station as time permits**

- Empty contents of rolling can
- Triage boxes are for first response first aid; additional supplies (list attached) in shed.
- Orange bag contains triage log and some medical supplies.
- Put on red shirts/sweatshirts to identify yourself as First Aid.
- Review basic responsibilities with team (see back). Familiarize yourself and the team with available First Aid supplies.
- Hang clock in prominent location (e.g. fence).
- Set up trash receptacle (use rolling can or locate one on campus).
- Collect 1 table and 2 chairs from cart that Student Release brings to edge of field.
- Set up canopy as time permits (secure to the fence with zip ties in case of wind).
- Set up table and chairs as needs require / time permits. The baseball dugout can also be used for seating / shelter.
- Move red backpacks \*with yellow cords only\* near FirstAaid station as time permits (backpacks with yellow cords contain additional student-specific medications).
- Medicine Cart from office moved to First Aid Station.

## **First Aid Rolling Bin Contents**

### Inside Binder in Orange Bag

- Team specific instruction sheet – 1
- Laminated START procedure – 3
- Laminated triage priority - 1
- Map – 1
- First Aid booklet - 1
- Treatment log binder with 20 pages – 1
- Walkie-talkie protocol - 1
- Pen and pencil – 2 each

### Basic Supplies (see complete list on page 32)

- Rolling can filled with orange emergency bag, triage log, triage tarps, clock (with zip tie), wooden stretcher, etc.
- Red shirts and sweatshirts
- Walkie-talkie brought by team leader (spares with Communications)
- Canopy + 8 zip ties to secure (First Aid team to bring out)
- Table and 2 chairs (on Student Release cart)

- Food, water and additional clothing can be obtained from the Shelter team

## **START (Simple Triage and Rapid Treatment)**

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The **START** method assesses three vital functions:

- 1) **R**espiration (breathing)
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- 3) **M**ental status (alertness, consciousness)

**Think RPM**

### **WALKING WOUNDED**

Your first action in beginning triage is to ask “All those who can stand and walk, get up and move outside this building” (or next to the red car, etc.): Separates “walking wounded,” from the rest.

“Walking wounded” get **Green tags (Minor injuries)** can become a labor resource—such as:

- Assist in controlling bleeding
- Hold victim’s head in neutral alignment for suspected spinal injury
- Comfort or monitor the more seriously injured

### **Start RPM 30 and 2 CAN DO**

#### **RESPIRATIONS (Breathing) 30**

Sort out the more seriously injured victims:

- Check for respiration.
- Look, listen, and feel for breath.
- Respiration can be present and shallow—difficult to detect.
- Shut out extraneous noise and distractions—get in close to patient: Look - listen - feel for breath

If patient not breathing and trauma and/or spinal injury are suspected:

- Open airway by head-tilt, chin-lift method - or modified jaw thrust method.
- After opening airway—check again for breathing.
- If still **not breathing—tag patient Black (dead)** and move on.

If patient **is breathing**—count respirations.

- If respiration more than 30 per minute, or fewer than 10 per minute, **tag Red (immediate)** and move on.
- If breathing adequate (between 10 and 30 breaths per minute) start Perfusion (Blood Circulation) test.

#### **PERFUSION (Blood Circulation) 2**

Is adequate blood supply being circulated? Two ways to check:

1. Press on fingernail bed (base of nail or in light semicircle)
2. Pinch area inside the lower lip.

If patient is breathing and **color does not** return in less than 2 seconds—**tag Red (immediate)**.

If patient is breathing and **color returns** in less than 2 seconds—start evaluating Mental Status.

#### **MENTAL STATUS (Alertness – Consciousness)**

Are they alert and oriented?

Decreasing level of consciousness is indication of shock: Does the victim have decreased awareness?

Determine mental status by asking simple questions:

- “What day is it today?”;
- “Can you tell me where you are?”
- “What state (or town) are we in?”

If victim cannot follow simple instructions, **tag Red (immediate)**.

If victim passes all three tests; **Respiration - Perfusion - and Mental status, tag Yellow (delayed)**.

During triage — airways will have been opened and major (arterial) bleeding stopped.

- Once all patients have been triaged and tagged, notify emergency service and additional resources of situation.

First Aid Bin and Shed Supplies						
Item	Tarp Boxes (total 3)	Bag/Bin Recomm	Shed/Backup Recomm	Shed Inventory	Total Recomm	Expiry
<b>Diagnostic Equipment</b>						
Clock (with hanger)	0	1	0	0	1	
AA batteries (for clock)	0	2	0	0	2	03/14
Thermometer - oral disposable	30	0	20	0	50	10/13
Stethoscope	0	1	0	1	1	
Blood pressure cuff - adult	0	1	0	0	1	
Blood pressure cuff - child	0	1	0	0	1	
Treatment log / notebook	0	1	0	0	1	
Triage tags	0	30	0	0	30	
Triage tarps (green, red, yellow, black)	0	3	0	0	3	
Pegs for triage tarps	0	12	0	0	12	
First aid manual	3	2	0	0	5	
<b>Medical Tools and Supplies</b>						
CPR mask	3	1	0	0	4	
Gloves, surgical - medium	30	10	160	190	200	
Gloves, surgical - large	30	10	160	190	200	
Scissors, bandage - blunt nose type	3	2	2	2	7	
Tweezers - small	3	0	2	2	5	
Tweezers - large ("Forceps")	3	0	2	2	5	
<b>Bandages, Dressings and Gauze</b>						
Band-aids, assorted sizes	150	0	150	250	300	05/12
Steri-strips 1 1/4" x 1.5" (packs of 6)	6	0	9	20	15	12/11
Gauze	3	0	22	80	25	
2x2 sterile dressing	15	0	105	100	120	
4x4 sterile dressing	15	0	45	50	60	
Tape, adhesive medical 1"	3	0	6	10	9	05/11
5x9 sterile "combine dressing"	6	0	49	50	55	
Triangular - 36x40x55 inch (slings)	3	0	19	20	22	
Ace wraps 2" x 5 yards	3	0	17	18	20	
Bum sheet	0	0	1	1	1	
<b>Disinfectant</b>						
Alcohol, bottle (for sterilization)	0	1	0	0	1	10/11
Antibiotic ointment (1oz tube)	3	0	0	0	3	09/12
Saline - 500ml bottle	3	0	9	10	12	10/11
Hand sanitizer (Purell Pump - 8oz)	3	1	0	1	4	12/10
<b>Immobilization</b>						
Cervical collar - large	0	1	1	1	2	
Cervical collar - small	0	1	1	2	2	
Splints - 12"	0	1	4	5	5	
Splints - 18"	0	1	4	6	5	
Splints - 24"	0	1	4	6	5	
Wooden back board	0	1	0	0	1	
Stretchers	0	2	0	0	2	
<b>Pain/Symptom Relief and Comfort</b>						
Cold pack	6	0	29	33	35	05/11
Pain reliever, non-aspirin (2 packs)	0	10	40	90	50	05/13
Motrin children's liquid (4oz)	0	1	1	1	2	02/12
Benadryl chewables (box of 24)	0	1	1	0	2	12/10
Blankets - "highway"/poly	0	3	3	3	6	
Blankets - non-flammable wool	0	2	0	0	2	
Emergency blankets - silver 84" x 52" (with Shelter team supplies)	0	5	235	390	240	05/16
<b>Miscellaneous</b>						
Red shirts/sweatshirts	0	6	0	0	6	
Trash bags (box)	0	1	0	0	1	
Pencils	0	2	0	0	2	
Pens	0	2	0	0	2	
Sharpies	0	2	0	0	2	
Canopy (10x20 with side walls)	0	0	1	1	1	
Table (on Student Release Cart)	0	0	1	1	1	
Chairs (on Student Release Cart)	0	0	1	1	1	

### Triage Guide

Red Highest or First Priority	Yellow Medium or Second Priority	Green Lowest or Third Priority	Black No Priority Or Deceased
<p><b>Primary Triage</b></p> <p><b>Adult</b></p> <ul style="list-style-type: none"> <li>• Breathing spontaneously after opening the airway</li> <li>• Respiratory rate &gt; 30/minute</li> <li>• Capillary refill &gt; 2 seconds</li> <li>• Does not obey commands</li> </ul> <p><b>Pediatric</b></p> <ul style="list-style-type: none"> <li>• Breathing after opening airway and after 5 <u>recue</u> breaths</li> <li>• Respiratory rate &lt;15 or &gt;45/minute</li> <li>• No palpable pulse</li> <li>• Inappropriate posturing or unresponsive</li> </ul> <p><b>Secondary Triage</b></p> <ul style="list-style-type: none"> <li>• Airway and breathing difficulties</li> <li>• Uncontrolled or severe bleeding</li> <li>• Decreased mental status</li> <li>• Severe medical problems: poisoning, diabetic and cardiac emergencies</li> <li>• Severe burns</li> <li>• Shock (hypoperfusion)</li> </ul>	<p><b>Primary Triage</b></p> <p><b>Adult</b></p> <ul style="list-style-type: none"> <li>• Unable to walk</li> <li>• Respiratory rate &lt; 30/minute</li> <li>• Capillary refill &lt; 2 seconds</li> <li>• Obeys commands</li> </ul> <p><b>Pediatric</b></p> <ul style="list-style-type: none"> <li>• Unable to walk (if age appropriate)</li> <li>• Respiratory rate &gt;15 or &lt; 45/minute</li> <li>• Palpable pulse</li> <li>• Alert or responds to verbal or painful stimuli</li> </ul> <p><b>Secondary Triage</b></p> <ul style="list-style-type: none"> <li>• Burns without airway problems</li> <li>• Major or multiple bone or joint injuries</li> <li>• Back injuries with or without spinal cord damage</li> </ul>	<p><b>Primary Triage</b></p> <p><b>Adult</b></p> <ul style="list-style-type: none"> <li>• Able to walk</li> </ul> <p><b>Pediatric</b></p> <ul style="list-style-type: none"> <li>• Able to walk (if age appropriate)</li> </ul> <p><b>Secondary Triage</b></p> <ul style="list-style-type: none"> <li>• Minor burns</li> <li>• Minor bone or joint injuries</li> <li>• Minor soft tissue injuries</li> </ul>	<p><b>Primary Triage</b></p> <p><b>Adult</b></p> <ul style="list-style-type: none"> <li>• No breathing</li> </ul> <p><b>Secondary Triage</b></p> <ul style="list-style-type: none"> <li>• Obviously dead</li> <li>• Will not survive</li> </ul>

## Gate Team

**Objective: Secure/tie all gates that can be opened by students or adults from on/off campus. Reassure parents as they arrive; confirm students leave only with authorized adults Gate Combination-2200**

### **SFD Gate- (Parking lot Blockade)**

Becky Poon - Lead (WT) (Buddy - Stern)  
Barbara Libby

### **McAllister Gate**

Marty Ross - Leader (WT) (Buddy - Steers)  
Adrienne Browni (Buddy - Bukowsky)

### **Entrance - Community Center Gate**

Erica Johnson - Team Lead Entrance - Main Parking Lot SFD  
Susan Warnick - Entrance - Main Parking Lot SFD

### **\*\*\*FULL SCHOOL SITE EVACUATION ONLY\*\*\***

#### **Exit-SFD Gate (Parking lot Blockade) (There must be at least 2 people at each gate)**

##### **Becky Poon & Barbara Libby**

**Block parking lot entrance (at street)** with blockade gate from shed

**Hang signs** on gate

**Get megaphone** from shed and deliver to SFD gate

**Monitor SFD Exit Gate (Code 2200)** to ensure that no children **Hang hooks on fence**

leave through this gate without authorization. Collect tags (lanyards) and tickets, hang lanyards on hooks on the fence

#### **McAllister Gate (There must be at least 2 people at each gate)**

##### **Marty Ross & Adrienne Brown**

1. **Go to shed**
2. **Get fanny pack** - labeled McCallister gate from shed - (unlock #2200)
3. **Lock gates with zipties** - main entrance, UNLOCK Creekside
4. **Get fanny pack** - labeled McAllister gate - from shed and lock gates with zip ties - McAllister pedestrian, driveway and kindergarten. Use the extra long ties on the kindergarten driveway entrance.

**Remain** at the gate and communicate to parents that all entrance will take place through the Community Center Gate and all exiting will take place at SFD gate.

#### **Entrance - Community Center Gate (There must be at least 2 people at each gate)**

##### **Erica Johnson & Susan Warnick**

**Go to Parking lot entrance** - Help set up gate/blockade

**Go to Community Center gate** - Do not open until parents come to gate with tag

**Get fanny pack** - labeled SFD gate from shed - #2200

<b>After a Drill-Cut Zip ties</b>
<b>Team leads assign an available team member</b>
<b>Cut ties on tied gates</b>

## Gate Team Supplies

### Supplies

#### **With leaders/team**

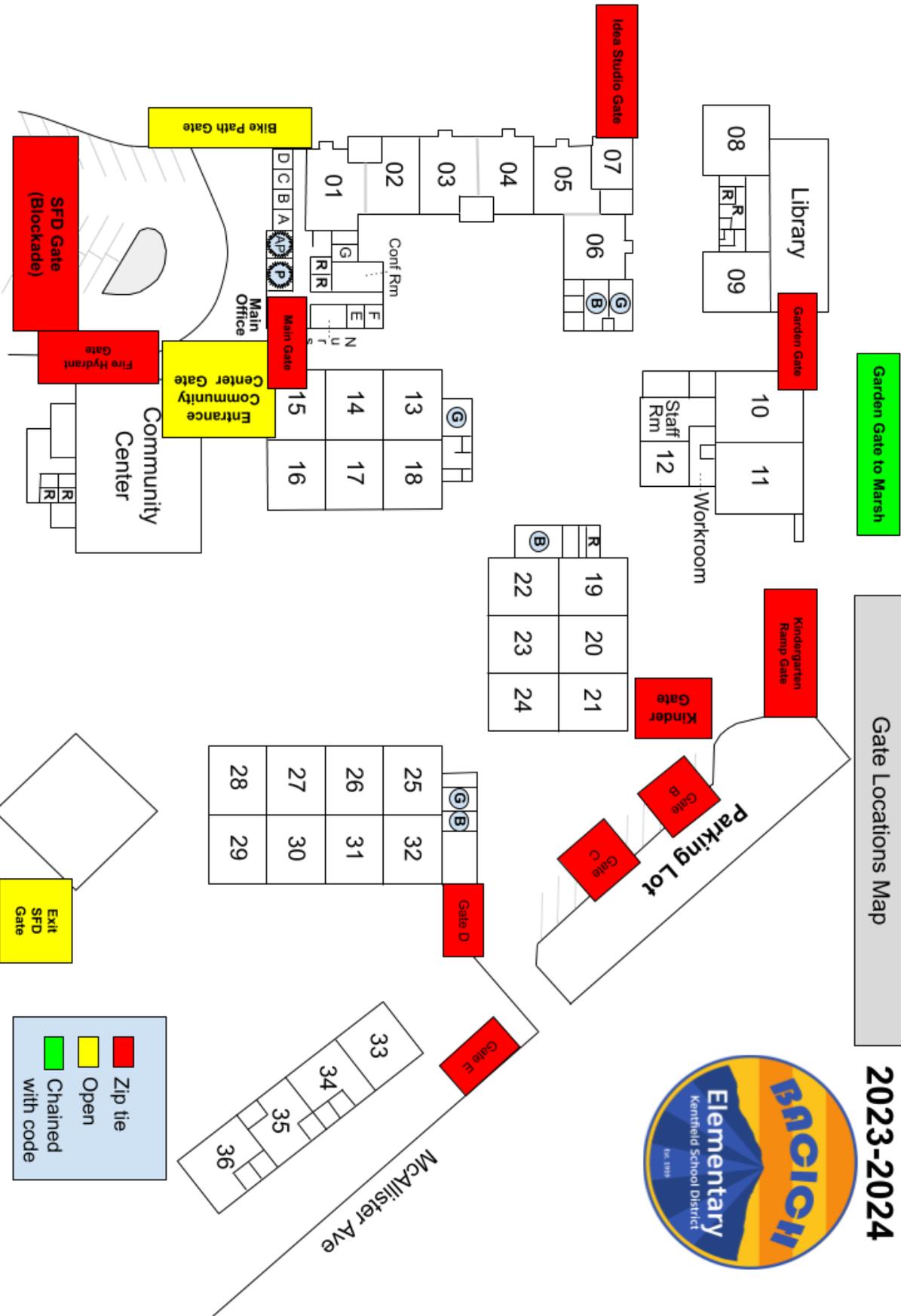
- Orange safety vest (from classrooms, spare with Communications)
- Walkie-talkie (WT) – 2, 1 for each gate (spare with Communications)
- Team specific instruction sheet
- Map
- Walkie-talkie protocol

#### **Fanny packs in shed, 2 labeled Gate team **SFD** and **McAllister****

- Zip ties: SFD gate – 15 long, 20 short; McA gate – 15 long, 10 short
- Caution tape (teachers/ staff can cross) – 1 roll
- Red tape (no one to cross this tape – hazard) - 2 rolls
- Duct tape – 1 roll
- Box cutters - 1
- Pliers - 1
- Pad of paper - 1
- Megaphone (orange) for SFD gate – 2
- Scissors – 2 sets

#### **In box in shed (shared with Security) - spare**

- Caution tape – 1 roll
- Duct tape – 1 roll
- Rope (100 ft) – 1 roll
- Zip ties – 15 extra long, 30 short
- Box cutter – 2 heavy duty
- Wire cutter – 2



# Student Authorization and Release

**Objective: Verify IDs and ensure that students are released only to authorized adults.**

Katy Colwell - Team Lead (WT) (Buddy - Swan)  
Ilene Braff/Celeste Perez (WT) - Back-up Lead (WT)  
Jean-Marc Schafer (WT) (After S&R)  
Marjorie Bukowski (Buddy-Moore)  
Kelsy Gallegos (Buddy-Clancy/Sharp)  
Carol Kizer  
Chris Sullivan  
Eva Gogas

Jen Wallen (Buddy-Swan)  
Kerri Baetkey (After communications)  
Ivette Villareal  
Erica Schrey  
Lisa Meagher  
Adeline Ribaldone  
Chris Rosenbery

## Responsibilities

- **Team leader brings walkie-talkie and vests from Command Center;** turn to frequency 1.
  1. Team leader assigns a Help Desk person (to work with Gretchen), a team set up tables, binders, a team to hang signage.
  2. Get supplies from shed (bin with binders and tickets)
    - a. Tables will be along the black fence by the big parking lot
  3. Set up flags in order
    - a. Enter Here Flag - Gets placed at the date entrance to the right of the Community
    - b. Exit Flag, Will be placed near the SFD Gate where members from Student Release will check and collect tickets before students leave through the gate.
  4. Hang signage:
    - a. Alphabet signs
    - b. Student Authorization
    - c. Exit Gate

When adults begin to enter campus:

- Verify adult's photo I.D.
- Highlight adult's in the binder
- Write first and last name of the student and the room number on the ticket
- Give color tickets to adult

PRIOR TO STUDENT RELEASE		
Command Center / Custodial	Teachers / Specialists	Parents / Authorized Adults
<p>1 - Announce Evacuation to Staff. Inform of Outdoor Student Release.</p> <p>2 - Gather Tags of Missing Students and coordinate Search &amp; Rescue.</p> <p>3 - Determine best layout for Student Release, communicate Stations to Staff.</p> <p>3 - Display Signage.</p> <p>4 - Set up Help Center.</p> <ul style="list-style-type: none"> <li>• Backup Binder</li> <li>• Site Maps</li> </ul>	<p>1 - Gather students on Class Spots and complete Tagging process.</p> <p>2 - Hand Tags of Missing Students to Command Center</p> <p>3 - Listen for Emergency Stations and possible Team assignment changes. Change Vest if needed.</p> <p>3 - Deploy to Team's Station.</p> <p>4 - Assist in setting up Station, displaying signage, etc.</p>	<p>1 - Receive evacuation alert phone call, text, and email.</p> <p>2 - Come to Bacich or arrange for an authorized adult to come. Bring a photo I.D.</p> <p>3 - Enter campus and follow signs.</p>
DURING STUDENT RELEASE		
Command Center / Custodial	Teachers / Specialists	Parents / Authorized Adults
<p>1 - Be available for questions and to help guide Parents/ Authorized Adults through Student Release Process.</p> <p>2 - Use Backup Binder or other means to resolve issues, such as:</p> <ul style="list-style-type: none"> <li>• Lack of I.D.</li> <li>• No Student Release Ticket in</li> <li>• Adult not listed in Binder</li> </ul>	<p>1 - <b>Authorization Team:</b> Authorize Student Release:</p> <ul style="list-style-type: none"> <li>• Verify adult's photo I.D.</li> <li>• Highlight adult's name in Binder</li> <li>• Give Color Tickets to adult</li> </ul> <p>2 - <b>Student Supervision/Release Team:</b></p> <ul style="list-style-type: none"> <li>• Check Ticket Authorization</li> <li>• Retrieve matching student</li> <li>• Release to Authorized Adult</li> </ul> <p>3 - <b>Gate Team:</b></p> <ul style="list-style-type: none"> <li>• Check for Tag/ Ticket match</li> <li>• Collect Tags &amp; Tickets</li> </ul>	<p>1 - Present Photo I.D. and Tickets to Authorization Team Member.</p> <p>2 - Take authorized, color-coded Tickets to Student Release Location, present to Release Team, pick up students.</p> <p>3 - Follow signs to a designated Exit, give Tags &amp; Tickets to Gate Team Member.</p>
FOLLOWING STUDENT RELEASE		
Command Center / Custodial	Teachers / Specialists	Parents / Authorized Adults
<p>1 - Break down Student Release Center and signage.</p> <p>2 - Reconcile tickets with Binder</p>	<p>1 - Assist in breaking down Emergency Stations.</p> <p>2 - Gate Team: Give Tags &amp; Tickets to Office / Command Center.</p>	

# Student Authorization Clipboard Contents and Supplies

## Team Leader (At Communications)

- Clipboard
  - Team Specific Instruction Sheet
  - Map
  - Paper and Pen
  - Student Release plans
- Walkie-talkie for team leader (extra with Communications)

## Supplies in Shed

- Hanging alphabet signs for tables and fence
- Ticket boxes with pens
- Highlighters
- Backpack with blue tape, zip-ties and sharpies
- 2 Canopies
- 3 Tables (tables might not be in shed, but rather near Room 33)
- 7 Chairs
- Megaphone with 8 C-Batteries
- Vinyl Banners and Carabiners

## Student Authorization Binders

- Clipboard
  - Team specific instruction sheet
  - Map
  - Student Authorization procedures
  - Paper and pen
- Alphabet signs
- Tape to attach signs
- Ticket boxes with Sharpies
- 7 Pens
- 10 emergency blankets
- Scissors
- 5 reading glasses
- 3 watches

## Supplies available from Communications team

- Emergency Contact/Release Binder (from Communications team)

# Student Supervision and Release

**Objective: Care for and supervise students and help parents find their children**

**(Students remain in classroom lines for extent of emergency unless relocation determined)**

Janeen Swan – Team Lead  
 Kelly Steers- Back-Up Lead Carol Kizer  
 Hayley Moore  
 Katie Kelly  
 Amber Stewart  
 Sarah Futoran  
 Evelyn Clancy

Beat Kotzian  
 Diane Dominguez  
 Susan Sharpe  
 Alma Zuckerman  
 Lauren Bice  
 Sonza Van Herick  
 Caisa Nilsson  
 Natalie Cisneros

**Team Lead gets walkie-talkie from Command Center (If did not bring from classroom);** turn to frequency 1. Put on an orange vest.

*\*Any substitutes on campus during an emergency will help in Student Supervision and Release Teams*  
 Use your whistles (in your backpacks) to keep students quiet

## Student Care & Release Team

Room #	Grade	Teacher	Emergency Team	Lead Buddy
1	3rd	Colwell	Student Authorization	Swan
2	3rd	Maioriello	Search & Rescue	Colwell
3	2nd	Gillespie	Communications/Stu Auth	Zerzan
4	2nd	Zerzan	Shelter Food Sanitation	Wallen
5	TK	Stewart	Student Supervision	
6	TK	Baetkey	Student Release	Meagher
11	K	Wallen	Student Authorization and Release	Swan
13	1st	Gallegos	Student Authorization and Release	Kelly
14	1st	Fanning	Search & Rescue	Zerzan
15	1st	Peterson	First Aid	Wallen
16	INT	Knopf	Shelter, Food, & Sanitation	*Students go to class line
17	LC+	Katie Kelly	Student Supervision	*Students go to class line
18	1st	Swan Bessonette	Student Supervision Search & Rescue	Swan
19	Kinder	Adams	Security	Steers

20	Kinder	Steers	Student Supervision	Steers
21	K	Johnson	Gates	Steers
22	2nd	Hausammann	Security	Steers
23	2nd	Ross	Gates	Steers
24	1st	Stern	Search and Rescue	Steers
25	4th	Brown	Gates	Moore
26	4th	Bukowski	Student Authorizatio and Release	Moore
27	4th	Guenther	Shelter, Food, Sanitation	Bukowski
28	3rd	Livengood	First Aid	Guenther
29	3rd	Washburn	Shelter, Food, & Sanitation	Swan
30	4th	Mamizuka	Security	Washburn
31	4th	Moore	Student Supervision	Moore
32	4th	Denson	Search & Rescue	Moore

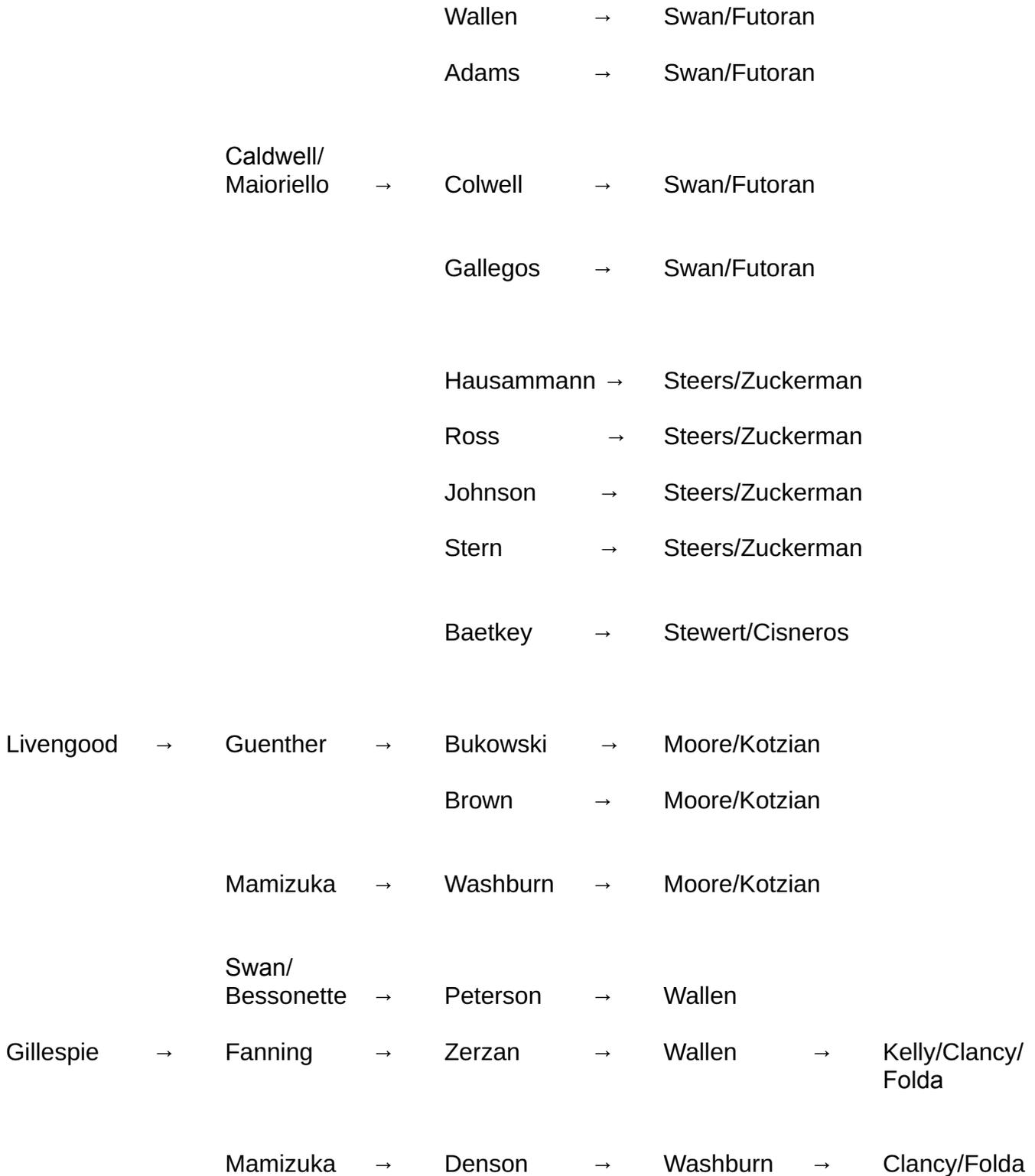
**The following instructions for \*\*\*FULL SCHOOL SITE EVACUATION ONLY\*\*\***

- **Team Lead:**
  - **Get megaphone** from Operations Lead.
  - Use megaphone to help parents know where to find their child.
- **Backup leader**
  - **Go to communications**, get student supervision clipboard and medical alert master list.
  - Get walkie-talkie and go to set-up area.
- **Rest of team**
  - **Remain near students** - Students are seated in on their numbers in their lines. Can move further away from students to help assist parents in helping them find children.

**Once all students have their lanyard with ID put on, the objectives are:**

- Help adults find their children. Adults can show you their “ticket” that should have the student’s name and room number. This shows that their ID has been checked and verified by a Student Authorization team member.
  - o If do not have a ticket, please send them back to a Student Authorization team member to be verified.
  - o If they have a ticket, please help to direct them to where the child may be sitting. ***Please refer to the Buddy Flow Chart so you can attach a staff member with a classroom.***
  - o Release the student to the authorized adult.
- If a student cannot be found, confirm the adult has been to Student Sign Out to check if they have already been collected. If a student has not been collected and cannot be found, refer them to the team leader who will contact the Communications team via walkie-talkie to assess whereabouts.
- Provide first aid for minor ailments using first aid fanny packs - *only send students to first aid if required.*
- Check the Medical Alert list (on the team leader’s clipboard) and take appropriate action. Student medication is with the First Aid team.
- Team Lead determines four people to go to Exit Gate and assist with checking tags and tickets upon students exiting.

## BUDDY FLOW-CHART



## Student Supervision/Student Release Clipboard Contents and Supplies

Walkie-talkie from team member (spare with communications)

### Team Leader - At Communications

#### Clipboard

- Team specific instruction sheet
- Map
- Paper and pen
- Student Release + Shelter, Food and Sanitation procedures
- Master medical alert list

Megaphone from Operations Lead

### Team supplies on hand truck in shed

- 20 cones and flags to mark designated area on field
- 5 first aid fanny packs (including spare whistles, bandaids (20), gloves (4), hand wipes (10) individual packets, pen, paper)
- 20 emergency blankets (more in shed - use in initial hours if cold/rainy – reserve clothing for later)
- Tissues
- Spare whistles

Give hand truck to Shelter team when empty

PRIOR TO STUDENT RELEASE		
Command Center / Custodial	Teachers / Specialists	Parents / Authorized Adults
<p>1 - Announce Evacuation to Staff. Inform of Outdoor Student Release.</p> <p>2 - Gather Tags of Missing Students and coordinate Search &amp; Rescue.</p> <p>3 - Determine best layout for Student Release, communicate Stations to Staff.</p> <p>3 - Display Signage.</p> <p>4 - Set up Help Center.</p> <ul style="list-style-type: none"> <li>• Backup Binder</li> <li>• Site Maps</li> </ul>	<p>1 - Gather students on Class Spots and complete Tagging process.</p> <p>2 - Hand Tags of Missing Students to Command Center</p> <p>3 - Listen for Emergency Stations and possible Team assignment changes. Change Vest if needed.</p> <p>3 - Deploy to Team's Station.</p> <p>4 - Assist in setting up Station, displaying signage, etc.</p>	<p>1 - Receive evacuation alert phone call, text, and email.</p> <p>2 - Come to Bacich or arrange for an authorized adult to come. Bring a photo I.D.</p> <p>3 - Enter campus and follow signs.</p>
DURING STUDENT RELEASE		
Command Center / Custodial	Teachers / Specialists	Parents / Authorized Adults
<p>1 - Be available for questions and to help guide Parents/ Authorized Adults through Student Release Process.</p> <p>2 - Use Backup Binder or other means to resolve issues, such as:</p> <ul style="list-style-type: none"> <li>• Lack of I.D.</li> <li>• No Student Release Ticket in</li> <li>• Adult not listed in Binder</li> </ul>	<p>1 - <b>Authorization Team:</b> Authorize Student Release:</p> <ul style="list-style-type: none"> <li>• Verify adult's photo I.D.</li> <li>• Highlight adult's name in Binder</li> <li>• Give Color Tickets to adult</li> </ul> <p>2 - <b>Student Supervision/Release Team:</b></p> <ul style="list-style-type: none"> <li>• Check Ticket Authorization</li> <li>• Retrieve matching student</li> <li>• Release to Authorized Adult</li> </ul> <p>3 - <b>Gate Team:</b></p> <ul style="list-style-type: none"> <li>• Check for Tag/ Ticket match</li> <li>• Collect Tags &amp; Tickets</li> </ul>	<p>1 - Present Photo I.D. and Tickets to Authorization Team Member.</p> <p>2 - Take authorized, color-coded Tickets to Student Release Location, present to Release Team, pick up students.</p> <p>3 - Follow signs to a designated Exit, give Tags &amp; Tickets to Gate Team Member.</p>
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Command Center / Custodial	Teachers / Specialists	Parents / Authorized Adults
<p>1 - Break down Student Release Center and signage.</p> <p>2 - Reconcile tickets with Binder</p>	<p>1 - Assist in breaking down Emergency Stations.</p> <p>2 - Gate Team: Give Tags &amp; Tickets to Office / Command Center.</p>	

**The following instructions for \*\*\*FULL SCHOOL SITE EVACUATION ONLY\*\*\***

**Overall Objectives:**

- Keep the children calm and quiet – keep them sitting down whenever possible.
- Coordinate closely with Student Release and Shelter, Food and Sanitation.
- Provide first aid for minor ailments.
- Note: Marin Enrichment will be using our field and will set up their own-coned areas and supervise their students (see map).

■ **Team Leader:**

- **Proceed to Emergency Shed** and collect the Student Supervision hand truck with supplies – clipboard, cones, signs, megaphones and fanny packs
- Get medical alert list from medication cart at First Aid; put on clipboard
- Distribute first aid fanny packs to treat **minor** injuries as needed
- Assess best way to supervise children with available staff

■ **Other team members**

- **Set-up team** - help the team leader to set up the Student Supervision area.
- **Rest of team** - supervise the students in their classroom lines for the extent of the emergency.

**Standard Supervision Procedures:**

- **Students should be directed to stay on the blacktop in their classroom lines seated whenever possible.**
- **Team members should wear whistles and supervise their assigned classroom lines for the extent of the emergency.** If possible, at least one team member should be posted near the bathrooms at all times.
- Spare clothes, books and toys are located in the shed. When the Leader determines that staffing is adequate, he/she can request supplies from the Shelter team or direct a team member to collect these items from the shed.
- **As students are released, continually evaluate the best way to supervise and determine the number of staff required.** If you have spare resources, notify Operations Chief of status so that some staff can be released to other teams as necessary.

## **Shelter, Food & Sanitation**

***Objective: Set up toilets; provide food, water and clothing***

Trisha Washburn - Team Lead (WT) (Buddy - Swan/Futoran)  
Katie Knopf - (Back-Up Lead)  
Katie Guenther (Buddy - Bukowski)  
Lindsay Zerzan (Buddy - Wallen)

■ **Overall objectives:**

- Set-up and manage sanitation facilities.
- Keep students comfortable by supplying blankets, clothing and other supplies.
- Manage food and water sources to ensure most effective use of both for the short- and long-term.
- Locate adequate shelter for short- and long-term.
- Manage food and sanitation waste by utilizing the dumpster as indicated on evacuation map.

■ **Team leader to pick up a walkie-talkie from the Command Center;** turn to frequency 1

**The following instructions for \*\*\*FULL SCHOOL SITE EVACUATION ONLY\*\*\***

■ **Proceed to emergency shed to collect supplies**

- Take rolling bin, which contains 2 porta potty kits (each porta potty contains a privacy shelter, chemicals, bags, zip ties, rubber gloves, sanitizing wipes and water to activate the chemicals) plus 2 sets of poles for the privacy shelters. Hammer shelters into the edge of baseball diamond near McAllister (see map).

■ **Set up 2 porta-potty stations to start. Return to shed for additional 3 porta-potties as needed**

- If more than 5 stations are needed and buildings are safe to enter, retrieve the 7 classroom porta-potties, one within each wing (see attached list for locations).
- Monitor stations and replace bags as necessary. Waste should be moved to dumpster in main parking lot if possible. Use the rolling bin you brought out or locate a trashcan in the quad area for interim disposal.
- If buildings are determined to be habitable, students may be directed to use school bathrooms.

■ **Develop short-term plan based on situation, weather and time of day**

■ **Food:**

- Set up station near Student Supervision area (table is on trolley on black top) to provide food and water from the shed (inventory of food and water is attached).
- A tarp is also available in shed to use for distribution of food and water in the Student Supervision areas.
- If help is needed, contact Operations Chief.

■ **Clothing and Shelter:**

- Emergency blankets (silver, disposable) are available in the shed and in blue backpacks in the classrooms. Use blankets first with clothing reserved for later.
- Spare clothing (primarily sweatshirts) is available in the shed; bins are labeled by size; distribute as necessary. If possible, reserve for those staying > 4 hours.

- **Develop longer term plan once conditions have stabilized**
  - Discuss any special needs with Student Supervision and Operations Chief.
  - Consult with Operations Chief regarding the ability to use buildings for shelter.
  - Use Release Estimates (attached) to assess number of persons requiring shelter, food and water and for what period of time; coordinate with Student Supervision team and Operations Chief.
  
- **Revise estimates periodically as conditions and number of students change**

## Shelter, Food & Sanitation Clipboard Contents and Supplies

### Clipboard (for team leader only)

- Team specific instruction sheet (front) including:
  - Release Estimates (food and water allocation by time/person)
  - Location of porta potties in classroom wings
- Walkie-talkie protocol
- Map
- Paper and pen

### Supplies

- Orange safety vest (in classroom, extra with Communications Team)
- Walkie-talkie with team leader (extra with Communications Team)
- 5 Porta potties kits (inside each potty – tent pegs and strings, chemicals, bags, rubber gloves (10), toilet paper (1 roll), sanitizing wipes (1 bin), water (1 gal) to activate chemicals)
- 5 Privacy shelters (cover, pegs and strings in porta-potty and poles separate); 2 in rolling can
- Mallet to drive in stakes on shelters
- Toilet paper – 20 rolls
- 2,400 calorie food bars – see Release estimate
- 2.5 gallon water dispensers – see Release estimate
- Portion cups - 300
- Paper towels – 5 rolls
- Water in drums – see Release estimate
- Emergency blankets (silver, disposable) - 230
- Games and books – 3 containers
- Spare clothing (various sizes) – 5 containers
- Hand truck (from Student Supervision)
- Tarp (blue 10x12 ft) - 1
- Large trash bags - 20
- Table (on central cart)

# Shelter, Food and Sanitation Food and Water Estimates

## Release Estimates for Food and Water quantities Bacich

Evacuation Estimate

The Kentfield School district is primarily comprised of families who live a very short distance (<2 miles) from the schools. More than half of the families are estimated to have one parent who does not work outside the home or works locally. As such, most children are picked up daily by parents or caregivers who are in the local area. Based on this, we estimate the following evacuation schedule over the 72 hours that this plan is intended to cover.

Time	% of children released from school	# of children, staff & admin remaining	Water	Food Bars	Water Jugs/Cups (gallons)	Food Need
Initial	0%	700				
First 4 hours	70%	210	Water jugs/cups	Bars in shed	28	114
First 8 hours	85%	105	"	"	10	79
First 12 hours	90%	70	"	"	5	44
First 24 hours	95%	35	"	"	3	26
First 36 hours	95%	35	"	"	2	35
First 48 hours	95%	35	Water in drums	"	2	35
First 60 hours	95%	35	"	"	2	35
72 hours	100%	0	"	"	1	-
					55	368
			Jugs needed (2.5 gallons per jug)		22	

### Assumptions

Food bars 1/4 2400 calorie bar per person at 4 hours  
 1/2 2400 calorie bar per person at 8, 12 and 24 hours  
 1 bar per person at 36, 48 and 60 hours

Water 1 cup (8oz) per person every 4 hours  
 Water - first aid misc sanitary needs  
 Water - latrine 1 gallon per person every 12 hours

### Water - gallons

First Aid	22
Latrine	175
Gallons Total	197
55 gal drums	4

\*\*\*Calculations use average # of people in each time increment, calculation is hidden

Shelter, Food and Sanitation  
Porta Potty Inventory and Locations

Shed	5
Room 5	1
Room 11	1
Room 19	1
Room 31	1
Pod in 2 <sup>nd</sup> grade wing	1
Art Room, #27	1
PE Storage	<u>1</u>
Total	12

# *Appendix*

**BACICH SCHOOL: SPECIALIST STAFF ROSTER  
2023-2024**

<b>ADMIN &amp; SPECIALISTS</b>	<b>POSITION</b>	<b>INITIAL</b>
Bartha, Lynn	Principal's Assistant	
Braff, Ilene	P.E.	
Bowlby, Jim	Tech Support	
Clancy, Evelyn	Learning Center	
Geissberger, Lindsey	Food Service	
Futoran, Sarah	Counselor	
Harris, Gretchen	Attendance	
Gebremichael, Medhanie	A.M. Custodian	
Knopf, Katie	Reading Intervention	
Libby-Steinman, Barbara	Art	
Martin, Maria	Principal	
McCord, Yvonne	ELD	
Moisa, Cristina	Psychologist	
Perez, Celeste	P.E.	
Poon, Becky	Music	
Russell, Julianne	OT	
Salazar, Erika	Speech	
Schafer, Jean-Marc	P.E.	
Walsh, Cass	Assistant Principal	
Warnick, Susan	Library	
Yrun, Laurel	School Nurse	
Zamarano, Jesus	Custodian	

<b>PARAPROFESSIONALS</b>		<b>INITIAL</b>
Bice, Lauren		
Cisneros, Natalie		
Dominguez, Diane		
Gogas, Eva		
Goldman, Emily (student teacher)		
Harris, Spenser		
Kizer, Carol		
Kotzian, Beata		
Meagher, Lisa		
Nilsson, Casia		
Ribaldone, Adeline		
Rosenbery, Chris		
Sharpe, Susan		
Snyder, Ellen		
Sullivan, Chris		
Van Herick, Sonza		
Zuckerman, Alma		

## Important Phone Numbers

<b>AGENCIES</b>	
Life-threatening emergencies only	911
Cell phone 911	472-0911
Fire Department (non-emergency)	453-7464
Sheriff Department (non-emergency)	479-2311
Kentfield Sub-station	456-5131
California Highway Patrol	924-1100
College of Marin Police: main / dispatch	485-9455 / 485-9696
*Marin County Office of Education – Assist Sup	*499-5866 Mainline 472-4110
*Marin County Office of Emergency Services	*499-6584
*Marin County Emergency Operations Center	*
Red Cross (including shelter aid)	721-2365
<b>UTILITIES/SERVICES</b>	
PG&E	800-743-5000
PG&E Interruption information	800-743-5002
Marin Municipal Water District	945-1500
PSI Alarm Company	800/444-3541
Marin Humane Society	833-4621
<b>MEDICAL</b>	
Marin General Hospital	925-7000
Primary Pre-assigned Doctor: Martin Joffe	461-5436
Pre-assigned Pharmacy: CVS, Bon Air Ross Valley Pharmacy, Bon Air Rd	461-9363 924-2454
<b>RADIO STATIONS</b>	
KCBS (740AM)	765-4112
KGO (810AM)	954-8100
<b>TV STATIONS</b>	
Channel 7 – newsdesk/ mainline	954-7926 / 954-7777
Channel 5	765-8610
Channel 4	561-8000
Channel 2	(510) 834-1212
<b>LOCAL SCHOOLS</b>	
District Office	458-5130
Kent Middle School	458-5970
Grant Grover	485-6051 / 485-6287 / 454-4043
Bacich Elementary	925-2220
Marin Enrichment: classroom / office	461-4671 / 461-4395
Ross Valley Nursery School	461-5150
College of Marin	457-8811
Marin Catholic	464-3800
Larkspur Recreation	927-6746
Ross Recreation	453-6020

**\* Communicate initially with DO. They in turn will contact these agencies.**

**EMERGENCY/DISASTER  
ORDER OF RELEASE  
2023-2024**

**SHIFT #1:**

Natalie Cisneros	Barbara Libby-Steinmann
Lindsay Zerzan	Jennifer Wallen
Janeen Swan	Katharine Stern
Julianne Russell	Elizabeth Peterson
Celeste Perez	Erica Johnson
Carol Kizer	Amber Stewart
Kelly Steers	Michael Bessonette
<a href="#">Katie Kelly</a>	Erica Shrey
Katie Guenther	Adrienne Brown

**SHIFT #2:**

Cass Walsh	Isabella Fanning
Adeline Ribaldone	Becky Poon
Andrea Livengood	Erin Early
Michael Bessonette	Susan Sharpe
Sonza Van Herick	Chris Sullivan
Jean-Marc Schafer	Beata Kotzian
Karena Dominguez	Kelsey Gallegos
Victoria Denson	Katie Knopf

**SHIFT #3:**

Hayley Moore	Gretchen Harris
Chris Rosenbery	Marjorie Bukowski
Trisha Washburn	Erika Salazar
Katy Colwell	Megan Calwell
Katie Gillespie	

**SHIFT #4:**

<a href="#">Maria Martin</a>	Cass Walsh
Laurel Yrun	Lynn Bartha
Kerri Baetkey	Lisa Meagher
Medhanie Gebremichael	Ilene Braff
Susan Warnick	Ellen Snyder
Katelyn Mamizuka	Sarah Futoran
Claire Adams	Evelyn Clancy
Theo Hausammann	Marty Ross
<a href="#">Yvonne McCord</a>	Casia Nilsson

## Emergency Notification Instructions

All emergency notifications will be sent through Parent Square.

- All district-wide emergency notifications will be sent from Raquel Rose.
- Site-specific emergency notifications will be sent from the principals.

\*When applicable stay in touch with our Director of Facilities – Ramiro Alvitez (Cell 415-827-4562) throughout the emergency decision making process.

In the event that an emergency call needs to be made, Raquel Rose will be contacted. If Raquel is not available, the employees listed below have authorization to make the call. Employees should be contacted in the order listed below:

1. Raquel Rose  
Cell: 415-412-5942
2. Maria Martin  
Cell: 415-806-4277
3. Cass Walsh  
Cell: 415-533-5247
4. Grant Althouse  
Cell: 650-862-0773
5. Wendy Holmes  
Cell: 510-859-5360

If evacuating either campus, be sure to include the following reminders to parents in the message:

- the parking lots will be closed. Please walk to school or park away from campus
- bring ID if possible, to expedite student sign out process
- for Bacich evacuation, enter through gate on SFD Blvd near the Bacich sign
- for Kent evacuation enter through College Ave entrance

## Walkie-Talkie Owners and Locations

<b>Emergency Team</b>	<b>Role</b>	<b>Name</b>	<b>Location</b>
<b>Command Center</b>	Incident Commander	Maria Martin	Office
	Operation Chief	Cass Walsh	Office
	Communications	Lynn Bartha /Gretchen Harris	Lynn & Gretchen desk
	Spare	All classrooms	Front Desk
<b>Security</b>	Team 1	Theo Hausammann	Room 22
	Team 2	Claire Adams	Room 19
	Back up	Medhanie Gebremichael	Maintenance
<b>Gate</b>	SFD Gate	Erica Johnson	Room 24
	McAllister Gate	Marty Ross	Room 25
<b>Search &amp; Rescue</b>	Team Leader	Jean-Marc Schafer	PE
	Team Leader	Victoria Denson	Room 32
<b>Shelter Food Sanitation</b>	Team Leader	Trisha Washburn	Room 29
<b>Student Release</b>	Team Leader	Katy Colwell	Room 5/6
		Ilene Braff	Room 26
<b>Student Supervision</b>	Team Leader	Janeen Swan Kelly Steer	Room 21 Room 20
<b>First Aid</b>	Team Leader	Laurel Yrun Andrea Livengood (BU)	Cart Room 28

# Walkie-talkie (WT) Protocol

## Guidelines

Use Walkie-talkie sparingly – face to face is always, better particularly in serious situations. Send runners where possible.

Say the team you are calling, then identify yourself  
For example: “**Operations this is Search 1**”.

Use the abbreviated team names.

<b>Abbreviated name</b>	<b>Full name</b>
Operations	Operations Chief
Commander	Incident Commander
Search 1 or 2	Search and Rescue 1 or 2
Security 1 or 2	Security 1 or 2
Gate SFD or McAllister	Gate – SFD or McAllister
Supervision	Student Supervision
Release	Student Release
Shelter	Shelter. Food and Sanitation
Comms	Communications
First Aid	First Aid

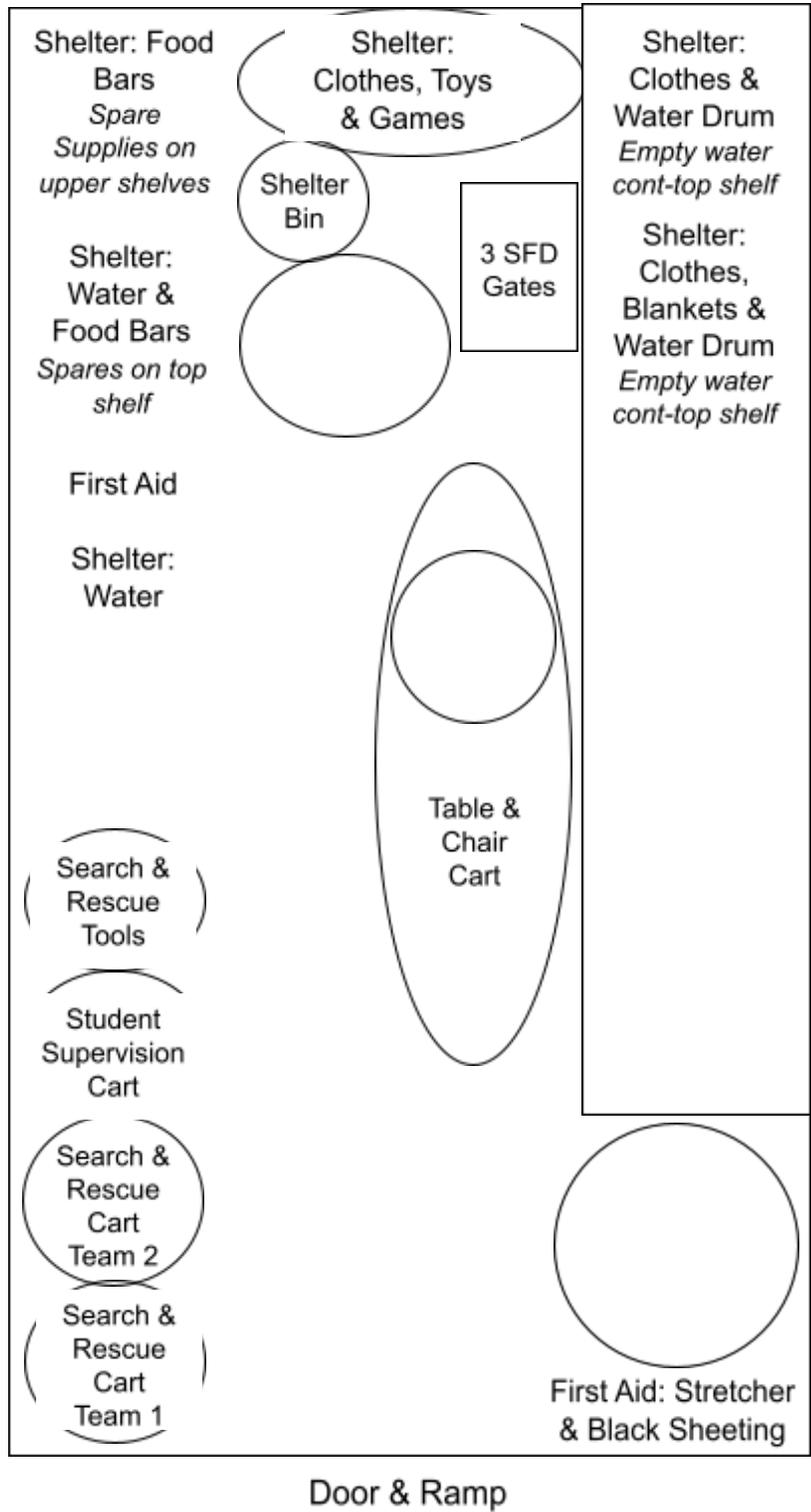
Priority radio use for:        Operations chief  
   Security  
   Search and Rescue 1 & 2

Use “**hold your traffic**” to report a very serious situation. For example, Operations to announce a gas leak at the main. Say “**all personnel**” and then share the message.

## Location of Megaphones

1. Operations Chief on Communications cart (battery-operated) - 2 megaphones
2. Gate Team - SFD gate; orange, in shed
3. Student Supervision; green, in box on dolly in shed
4. Student Release; brown, in supply box under cones in shed

# Bacich Shed Diagram



# Incident Log

Complete this log for School Evacuation to field

**Date:**

**Log completed by:**

Time	Event	Details/ Notes
	Incident description	<i>E.g. earthquake</i>
	Evacuation to field complete	
	Shed opened	
	Students rosters complete	
	Students missing	<i>How many and where?</i>
	Search & Rescue dispatched	<i>Team 1 &amp; 2?</i>
	Status report from Security received	<i>Summary of report - Zone 1 &amp; 2</i>
	Full School Evacuation decision taken	<i>Discussed with DO?</i>
	Outside agencies notified	<i>Who? When?</i>

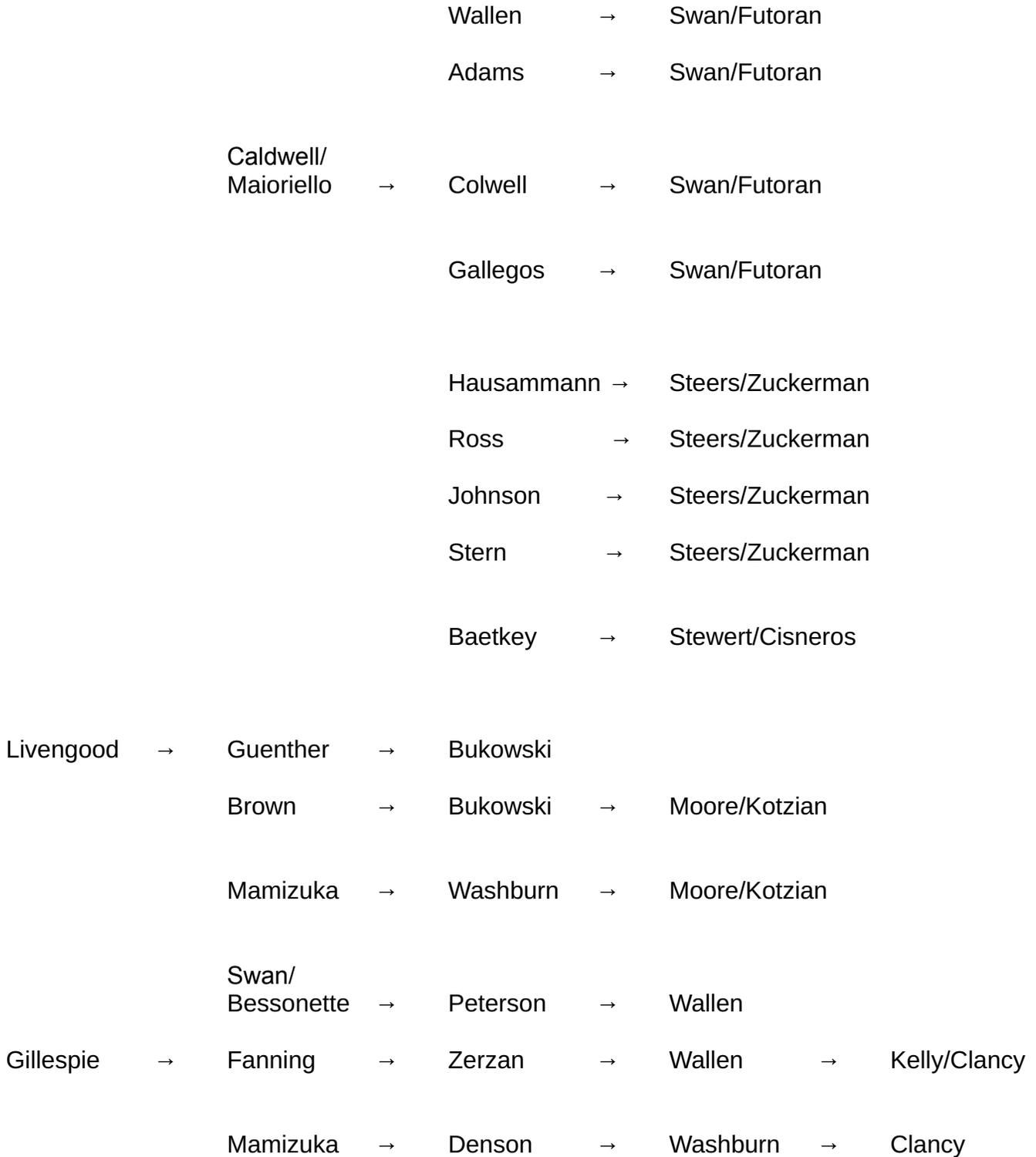
**Codes to locks - Check with Ramiro**

Shed 2200

SFD Gate 1776

Old Shed 9490

## BUDDY FLOW-CHART



# Kent Emergency Preparedness Plan

## 2023-2024

Kent School is prepared for an emergency lasting up to 72 hours. This plan contains information about emergency scenarios, emergency teams, team-specific procedures and supplies and equipment. Teachers are trained to handle emergencies and each year, teachers, staff and students practice these procedures. The Kent Emergency Preparedness Plan incorporates the Kentfield School District Board Policies and Administrative Regulations.

In general, there are 2 types of situations we prepare for:

1. Evacuation -- Staff and students leave classrooms due to unsafe conditions such as fire or earthquake. If the situation is severe, school leadership may determine that a full school evacuation is required.
2. Lockdown -- Staff and students remain inside classrooms due to unsafe conditions outside, such as a dangerous person in the area or a hazard such as a chemical spill.

This document contains detailed information about these scenarios.

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# ***PLAN OVERVIEW***

## Evacuation

- You will be notified of the need to evacuate by the ringing of the fire bell or the shaking of the ground in the event of an earthquake.
- In the event of a fire alarm, await for an announcement *before* evacuating unless you see or smell fire or smoke.
- In the event of an earthquake:
  - **Duck:** Immediately duck or drop down to the floor.
  - **Cover:** Take cover under a sturdy desk, table or other furniture or seek cover against an interior wall. Protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, file cabinets or tall furniture.
  - **Hold:** Hold on to furniture or doorway and be prepared to move with it. Hold the position until the ground stops shaking and it is safe to move.
  - If you are outside, move away from buildings and other hazards.
- **When it is safe - leave the classroom:**
  - Take your blue backpack (and walkie talkie, if you have one, turn it on to frequency 2).
  - Turn off lights
  - Close your classroom door behind you (leave lock as is, either locked or unlocked)
- **Proceed with students to the old sprint track and line up by your classroom number.** Avoid walking under building overhangs. Have students sit down (if field is not wet) If parents are with you, ask them to wait on the old sprint track for instructions.
- **If a student is injured** and cannot be evacuated quickly, **leave them and tie the red ribbon** (located on your clipboard) to the door handle so that Search and Rescue knows that someone is still inside.
- **Take attendance.**  
**Hold up the placard to indicate your status until you are told to put the placard away.**  
 Red rosters will be collected ASAP. Green rosters can be put in the “Green Roster” box once placards are put away.

Roster choices	Definition	Which placard to show?
<b>Missing</b>	You do not know where students are or you had to leave them in a classroom	<b>RED</b> if you have any missing students
<b>Present</b>	Students are standing in front of you	<b>GREEN</b> if <u>ALL</u> your students are either present or absent
<b>Absent</b>	Students are not at school that day	

- **Staff and teachers that do not have a class** at the time of evacuation, **sign in on the Staff Roster** (on medications cart by PE shed) for that period; wait on the old sprint track for further instructions.
- Only the Security team (and possibly First Aid and Search & Rescue leaders) take action prior to a full evacuation. Only these teams will hand off to a buddy if they are called prior to a full evacuation.

### The following instructions for **\*\*\*FULL SCHOOL SITE EVACUATION ONLY\*\*\***

#### If the Operations Lead announces a full school site evacuation:

- All teachers leave your students to be supervised by the Student Supervision/ Shelter team members. (You do not have to hand them off to a buddy teacher). Leave backpacks as well.
- Give your rosters to Communications and go to your team assignments.
- If you are on the Student Supervision/ Shelter team, stay with the students and continue supervising them.  
**\*\*\* Substitutes should also remain with the children\*\*\***
- Please note that it may be necessary to expand the evacuation process for unique and unusual situations, such as leaving and relocating to an off-site location or other circumstances.

- In the event of needing to evacuate to an alternate location, classes will be instructed to go to the College of Marin in the gravel parking lot next to the baseball field and soccer field. In the event of a tsunami warning, classes will evacuate to the College of Marin in the area adjacent to the Academic Center (near the corner of Sir Francis Drake & College) or the parking lot at the corner of Elm and Maple. In these cases of utilizing College of Marin as an alternate evacuation site, Klaus Kristensen, COM Director of Maintenance, should be contacted at 415-485-9696.

## Lockdown

**If you see an intruder, call the office immediately, Ext #350, 351, 352, 357 or 358.**

### **Level 1 Emergency – *No immediate danger but be on alert***

- The office will announce that teachers should check their email. The office will send information regarding the situation. Doors should be locked and students should remain in classrooms with the following exceptions:
  - Passing between classes
  - Traveling to the bathroom with a **peer buddy**
  - Dismissal
- Staff will sweep campus, check the restrooms and communicate directly with PE.
- PE should move their classrooms indoors.
- Check in with teachers in adjoining rooms, **assist substitute teachers who won't have email.**
- When situation is over, office will send information and announce that teachers should check their email.

### **Level 2 Emergency – *Immediate danger to our campus***

- You will be notified of a level 2 emergency by the “lockdown sound device.” (This sound is continuous and it sounds very different from the fire alarm or daily school bell).

#### **If your students are outside the classroom:**

- o Move students into the nearest safe building available.
- o Avoid, if possible, large open areas such as the library, lawns, or parking lots.
- o *If a room is already locked, knock loudly and announce your name and that you and your students need to enter. Likewise, if you are locked in a room and hear this knock and request, open the door and help to usher the kids in as quickly and quietly as possible.*

#### **If your students are inside the classroom:**

- o Explain that there is an emergency.
- o Lock the classroom doors.
- Have students lie on the floor away from windows. Keep all in room and wait.
- ***Put cell phones on silent and no vibration.***
- Close blinds. Drop paper shade in door window.
- If you hear trouble in a nearby classroom in your wing, if there are internal doors, block them with a heavy desk or table. Evaluate leaving your room through another door if necessary.
- If safe, take attendance through Google Docs (see over for instructions), **If you are unable to access Google Docs, call the office and report attendance. Ext #350, 351, 352 or 357.**
- Remain in lockdown position in offices/classrooms until ***a recognized administrator, school official, or law enforcement officer*** comes to your room, identifies themselves, unlocks your door with their master key and tells you we are moving to a Level I Lockdown and to expect an email with instructions. Staff/teachers are not to act on bells or PA messages without a personal notification at their rooms.
- Check email for further instructions.
- Please note that it may be necessary to expand the lockdown process for unique and unusual situations, such as leaving the classroom, relocating to an off-site location, or other circumstances.

## Lockdown Attendance on Google Docs

During a level 2 Lockdown, take student attendance using the rosters on Google Docs.

Instructions:

- Login as normal to your Gmail account.
- Go to “Documents” page.
- Open document called “Lockdown School Roster” with current school year at the beginning of the title.
- In the roster the students are grouped in separate sections by grade in alphabetical order. ***There are 5 tabs located at the bottom of the document. Use these to switch between the 4 grade levels and to mark yourself on the staff roster, which is the 5th tab.***
- **Fill in your room number** by the students you have in your room – regardless of whether you are their teacher. *You are indicating who is presently in your room. You are not accounting for students in the “absent” or “unaccounted for” columns.*
- **Use the staff section to account for yourself and any other staff members in your classroom.**
- Wait for further instructions from the school administration.

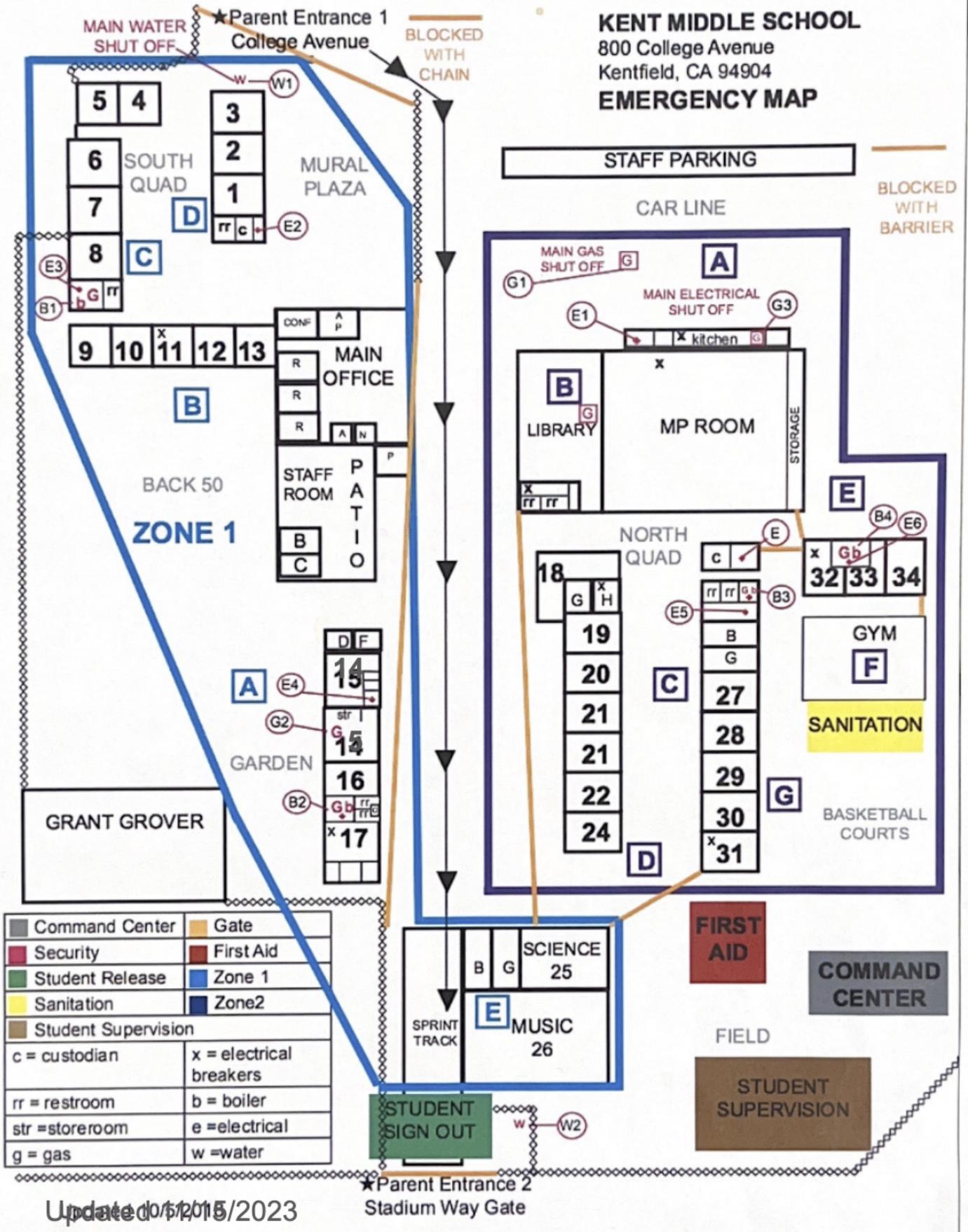
## SUBSTITUTES

**Substitute teachers call the school office on ext #: 351, 352 or 357 and they will take attendance from you.**

# KENT MIDDLE SCHOOL

800 College Avenue  
Kentfield, CA 94904

## EMERGENCY MAP



Command Center	Gate
Security	First Aid
Student Release	Zone 1
Sanitation	Zone 2
Student Supervision	
c = custodian	x = electrical breakers
rr = restroom	b = boiler
str = storeroom	e = electrical
g = gas	w = water

Updated 10/15/2023

## Team Structure Summary

Team	Team Members	Role	Timing
Incident Commander	Principal (Superintendent back up)	<ul style="list-style-type: none"> <li>Oversees entire operation</li> <li>Communicates with district office / outside agencies and requests resources as needed</li> <li>Makes final decisions on major conflicts and problems as they arise</li> </ul>	Entire emergency
Operations Lead	Assistant Principal (Principal or Teacher back up)	<ul style="list-style-type: none"> <li>Directs operations</li> <li>Sets operational priorities for team members</li> <li>Resolves conflicts on operational priorities and resources</li> <li>Communicates with Incident Commander on status of campus</li> </ul>	Entire emergency
Communications	Office Staff + Teacher - 3	<ul style="list-style-type: none"> <li>Sets up command center</li> <li>Documents all information</li> <li>Accounts for all persons on campus</li> </ul>	Entire emergency
Security	Teachers/Staff – 4 (2 teams of 2)	<ul style="list-style-type: none"> <li>Hazard and damage assessment</li> <li>Extinguishes small fires, as necessary</li> <li>Shuts off utilities (if necessary)</li> </ul>	Initial hours and after shocks
Search and Rescue	Teachers – 6 (2 teams of 3)	<ul style="list-style-type: none"> <li>Locates and triages all missing and injured persons</li> <li>Preferably CERT trained</li> </ul>	Initial hours
First Aid	Teachers – 6 (+ 1 back up)	<ul style="list-style-type: none"> <li>Sets up medical station</li> <li>Attends to injured students and adults</li> <li>Preferably CERT trained</li> </ul>	Entire emergency
Gate	Teachers – 6	<ul style="list-style-type: none"> <li>Secures the campus; close gates, block parking lots</li> <li>Controls access into and out of campus utilizing authorized gate(s)</li> <li>Ensures that students leave only with authorized adults</li> </ul>	Needed as Evacuation implemented (needs decrease)
Authorization/ Student Release	Teachers – 7	<ul style="list-style-type: none"> <li>Checks ID and sign out authorization to verify students are released to appropriate adults</li> </ul>	Needed as Evacuation implemented (needs decrease)
Student Supervision	Teachers – 12+ aides, substitutes, parents, etc.	<ul style="list-style-type: none"> <li>Supervises and directs students</li> <li>Provides minor medical care</li> <li>Assists parents/care providers with locating their children</li> </ul>	Needed as Evacuation implemented (needs decrease)
Shelter, Food and Sanitation	Teachers – 2+ Student helpers	<ul style="list-style-type: none"> <li>Ensures available toilet facilities</li> <li>In partnership with Student Supervision, distributes food, water, blankets and clothing as needed</li> <li>Coordinates shelter based on availability of buildings</li> </ul>	Needed as Evacuation implemented (needs decrease)

# 2023-2024 Kent Emergency Team Assignments

(Updated January 8, 2024)

## **Incident Command**

Grant Althouse - *MK/PK*  
(Raquel Rose - Back-up)

## **Operations**

Wendy Holmes - *MK/PK cert*  
(Grant Althouse - Back-up)  
(Jenny Gloistein - Back-up from Gate Team)

## **Communications/Help Center**

Jeanne Sellers - Team Lead *MK/PK*  
Jody Gustke - *PK*  
Jenny Gloistein - (Back-up to Ops Chief from Gate Team)

## **Security**

### **Team 1**

Tricia Beales - Team Lead *MKcomms cert*  
Maggie Harris *cert*

### **Team 2**

Jose Quintanilla - Team Lead *MK/PK cert*  
Jill Kilma *cert*

## **Search and Rescue**

### **Team 1**

Jason Gatti *MK comms/PK* - Leader  
Warren Beales *cert*  
Denise Marshall

### **Team 2**

Matt Gillespie - Leader *PK/MK comms cert*  
Jeff DeBoi - *cert*  
Mike Martinez *cert*

## **First Aid**

Laurel Yrun - Team Lead  
Julie Gallagher - Teacher Back-Up Lead *cert*  
Catherine Teller  
Stephanie Blazek  
Corey Shaw (*T-Th*)  
Diana Bokaie (*M-Th*)  
Debbie Freed (*W, F*)

## **Gate**

Jenny Gloistein - Team Lead  
Cynthia DiZazzo - Back-up Lead *PK comms*  
Reed Maltzman *cert*  
James Stryker  
Kim Abella  
Melissa Stephens

## **Shelter, Food and Sanitation (Set Up Team)**

(Start with Student Release Team)  
Jose Quintanilla (Set Up Lead)  
Cassie Hettleman (Set Up Lead)  
Megan Dunn  
Heather Snyder  
James Stryker

## **Student Supervision**

Lisa Bridges - Team Lead  
Melissa Stephens - Back-Up Lead (As needed)  
Cynthia DiZazzo (As needed)  
Kim Abella (As needed)  
James Stryker (As needed)  
Brittnee Stone  
Claudia Indelicato  
Alice Whitt  
Rebecca Hagan  
Jessica Araiza  
Sandy Wells  
Jessica Carroll  
Beatrice McMillan  
Avis Casimir  
Mari Schoenbrun  
Frederick Weare  
Rhonda Gianini  
Lara Nott  
Elizabeth Pohl  
Ellen Schwartz  
Jackson Raizene-Boyd  
All available staff and additional specialists

## **Authorization Team**

Tracey Nott - Authorization/Student Release Lead  
Ryan Palmer - Team Lead  
Myra Anderson - Team Lead  
Lisa Moretti  
Heather Snyder *cert*  
Michael Rohner  
Leslie Lewczyk  
Melissa Stephens (Arriving from Gate team)

## **Student Release**

Tracey Nott - Authorization/Student Release Lead  
Shannon Janney - Team Lead  
Cassie Hettleman - Team Lead  
Megan Dunn  
Rebecca Hagan  
Jesika Whitehouse  
Ivette Villarreal  
Jason Gatti - Post S&R  
Warren Beales - Post S&R  
Denise Marshall - Post S&R  
Matt Gillespie - Post S&R  
Jeff Deboi - Post S&R  
Mike Martinez - Post S&R  
Tricia Beales - Post Security  
Maggie Harris - Post Security  
Jill Kilma - Post Security

### **KEY**

*cert* – CERT trained  
*PK* – has padlock key with them  
*PKcomms* – needs PK from Communications  
*MK* – has master key with them  
*MKcomms* – needs MK from Communications

## Emergency Teams Flowchart - Kent

Step	Which teams are working?	What is happening?
1 <b>Evacuation</b>	All Staff & Teachers	<ul style="list-style-type: none"> <li>Entire school evacuates buildings</li> <li>Roll taken (mark roster) by every teacher with a class - red placards show missing students</li> <li>All other teachers &amp; staff sign in on roster at Command Center</li> </ul>
2 <b>Analysis of situation</b>	Security  Command Center <i>(Incident Commander, Operations Lead and Communications)</i>	<ul style="list-style-type: none"> <li>Security team hand off to Student Supervision teachers and do sweep of campus – report status to Command Center</li> <li>Communications establish missing persons report (after checking sign out binders and absent lists)</li> <li>Operations Lead to assign replacements for missing teachers (Security and S&amp;R first)</li> <li>Incident Commander/ Ops Chief assess information and decide with District Office whether to send students home</li> <li>Phone alert system is activated to notify parents of situation and to collect their children if necessary</li> </ul>
	First Aid	<ul style="list-style-type: none"> <li>Set up Interim First Aid Station at the medication cart</li> <li>Treat injuries and dispense medication</li> </ul>
	If required: Search & Rescue	<ul style="list-style-type: none"> <li>Locate identified missing persons, if requested by Operations Lead</li> </ul>
3 <b>Decision</b>	<p><i>Until a decision is made to send the students home all other teachers remain in the classroom lines with the students</i></p> <p><b>Full School Evacuation</b></p>	
4 <b>Full School Evacuation</b>	Gate	<ul style="list-style-type: none"> <li>Secure the campus to leave only 2 entrances (and exits) – Stadium Way &amp; College Ave</li> <li>Allow parents in – reassure them</li> </ul>
	Authorization	<ul style="list-style-type: none"> <li>Confirm that adults are authorized to collect students</li> <li>Confirm their identity with photo ID</li> <li>Communicate with Student Supervision about students to be brought to Student Release area for release to authorized adult</li> </ul>
	Student Supervision	<ul style="list-style-type: none"> <li>Keep the students calm</li> <li>Treat minor first aid needs</li> <li>Communicate with Student Release about students to release to authorized adult</li> <li>Remind parents to go through Tag &amp; Ticket process on the sprint track track to pick up their children</li> </ul>
	Shelter	<ul style="list-style-type: none"> <li>Help Student Supervision to supervise</li> <li></li> <li>Provide porta-potties, water, food, clothing as needed</li> </ul>

# ***Detailed Evacuation Plans***

## Incident Commander

**Objective: Communicate with DO and outside agencies, resolve issues or conflicts**

Grant Althouse Principal – Leader

Raquel Rose, Superintendent – Back-up leader

### Evacuation

- Put on light blue safety vest and take walkie talkie (spare at Communications).
- Go to Command Center. Only leave for short periods with walkie talkie, if necessary.
- Get Incident Commander clipboards x 3 from Communications cart.

### Key tasks:

- **Determine if an evacuation of the school site is necessary** with Operations Lead.
- **Coordinate with District Office on decision** to evacuate and communications to parents.  
*To communicate with District Office, turn walkie talkie to frequency 1. DO will monitor this frequency. If the DO needs to reach you, they will go to the Kent frequency and ask you to “transfer to District frequency 1.”*
- **Notify District Office** of DO Staff at Kent - from sign in on the Staff roster.
- **If students will be returning to class**, send email to parents notifying of status.

**The following instructions for \*\*\*FULL SCHOOL SITE EVACUATION ONLY\*\*\***

- DO to implement Emergency Notification Instructions.
- If DO not available, activate Emergency Notification Instructions (located on clipboard) – coordinate with Bacich directly.
- If there is a major gas leak or electrical issue, ask the DO to notify PG&E; notify adjacent neighbors if possible. This will be tracked on Operations Lead checklist at Command Center.
- Locate a cell phone to use if able to call out.
- Collect information from public safety personnel (if possible). Based on this information, determine with Operations Lead if any change in action is needed.
- Be available to inform parents or authorized emergency contact of injured or deceased students. Periodically **check missing persons list** and first aid station to be informed of student status. ***If a child cannot be found by their authorized adult, the Communications team will be called. If the child’s whereabouts still cannot be determined, the authorized adult will be referred to the Incident Commander.***
- Be available to deal with media/press and bystanders to keep site clear of visitors.
- Make final decisions on major conflicts and problems as they arise.

### Incident Commander Clipboard Contents and Supplies

#### Clipboard

- Team specific instruction sheet (includes Directions for using the Emergency Notification Instructions)
- Important phone numbers
- Map
- Emergency Team Assignments
- Paper, Pen or pencil

#### Supplies

- Light Blue safety vest (spares with Communications)
- Walkie talkie
- Entire Emergency Preparedness Plan (on cart)

## **Administration Lockdown Actions**

***(Coordinate between Principal, AP and Secretaries, depending on who is in office at the time)***

- You will be notified by the Sheriff's department of the need for either a Level 1 or Level 2 lockdown **OR**
- Someone on campus will identify an intruder and alert the office (Level 2). Call 911
- Call the Kentfield School District office 458-5130 and tell them there is a Lockdown Level I or II.

### **For Level 1 Emergency**

- Send email to teachers and staff with information regarding the situation.
- Announce that teachers should check their email.
- Doors should be locked and students should remain in classrooms with the following exceptions:
  - Passing between classes
  - Traveling to the bathroom with a peer buddy
  - Dismissal
- Sweep campus, communicate directly with PE, and check the restrooms.
- If possible, check in with substitute teachers who won't have email.
- Wait for update from Sheriff. If no word within a reasonable time, call Sheriff at 479-2311 or Kentfield sub-station at 456-2311
- When situation is over, send email with information and announce that teachers should check their email.
- Coordinate communication to parents with Bacich and District Office.

### **For Level 2 Emergency**

- Sound lockdown device for at least 30 seconds. Call 911 if not notified of situation by Sheriff.
- Stay in place, lock doors.
- Check attendance status using Google docs. Call substitute teachers for attendance. If teachers cannot access Google docs, they will call the office to report attendance. Account for all students, teachers and staff.
- Provide site map and master key to public safety personnel as needed.
- Based on directions given by safety personnel, determine appropriate actions for students (e.g. stay in locked classrooms, evacuate school buildings, evacuate school site, return to class etc.
- Coordinate communication to parents with Bacich and District Office.
- Sheriff will arrive and notify when all clear.
- At the end of the lockdown, ***you or another recognized administrator or school official*** must go to each room, identify yourself, unlock the door with your master key and notify the teacher that we are moving to a Level I Lockdown and to expect an email with instructions. Staff/teachers are not to act on bells or PA messages without a personal notification at their rooms.
- Determine with Operations Lead, if a normal school day should resume or if children should be evacuated. Send an email to teachers and make an announcement over PA system for teachers to check their emails.
- Maintain log of all incoming and outgoing communications.

## Operations Lead

**Objective: Direct operations and set priorities for teams**

Wendy Holmes, Assistant Principal - Team Lead

Grant Althouse, Principal - Back-up

Jenny Gloistein - Secondary Back-up

### Evacuation

- Put on light blue safety vest and take walkie talkie.
- Proceed to Command Center on old sprint track, at the edge of the field.
- Do not leave Command Center in any circumstances.
- Get walkie talkie headset and clipboard (on Communications cart).

### **Key Tasks:**

- **Review absent teacher list**  
Fill vacancies on key teams: Security, Search and Rescue (CERT trained). (Use absent teacher list, Team Assignment list and list of CERT trained staff).
- **Assess status reports from Security team.**  
Where on campus? Use map as overview. Are there any fires?  
*If the event is obviously severe, tell security to immediately shut off the electrical panels.*
- **Is there a gas leak** at the gas main?
  - **If there is a gas leak, announce that College gate** is closed and everyone should stay away from that area and use only the Stadium Way gate.
- **If there are red placards**, review missing persons list.
  - Obvious major locations?
  - Assemble and dispatch Search and Rescue team for that zone as appropriate.
- Once all rooms have been accounted for, announce that teachers can **put away their placards** and place their rosters in the box marked "green rosters."
- **Determine if an evacuation of the school is necessary** with Incident Commander.  
Incident Commander to coordinate decision to evacuate with District Office.
- **Announce decision** on BOTH walkie talkie and with the megaphone:  
"Return to classrooms" OR "Evacuate school site, teachers proceed to your team assignments."

**The following instructions for \*\*\*FULL SCHOOL SITE EVACUATION ONLY\*\*\***

- **Determine replacements** for other teams as necessary.  
Review absent teacher list with Team Assignment - Gate is a high priority.
- Give instructions to Security, Gate and Search and Rescue teams regarding utilities, fires, etc.
- Give megaphone to Student Supervision.  
They will now communicate with the students, whilst you direct the operation.
- Receive on-going campus damage report from Security team via walkie talkies and Gate team.  
Communications will mark map - consult map as necessary.
- Determine operational priorities and re-assign teams based on current needs.
- When help is needed on another team, send a team member, and leave the team leader with their team.
- Have campus visitors help if available.
- Communicate with Incident Commander on status of campus and request resources from outside if necessary.

## **Operations Lead Clipboard Contents and Supplies**

### Clipboard

- Team specific instruction sheet (includes Security Checklist)
- List of CERT trained teachers
- Teacher release order (certificated and classified)
- Emergency Team Assignments
- Map
- Paper & Pen

### Supplies (on Communications cart)

- Walkie talkie and headset
- Megaphone
- Laminated Security checklist
- Entire Emergency Preparedness Plan
- Safety vest
- Giant laminated map

## Communications

**Objective: Account for all students, staff, volunteers on campus; document all communications**

Jeanne Sellers - Team Lead *MK/PK*  
Jody Gustke - Back-up Lead *MK/PK*  
Jenny Gloistein - Back-up Lead (Back-up to Operations Lead)

### Evacuation

#### Leave School Office with:

- **Communications cart + medications cart** (for First Aid)
- 5 x walkie talkies – *one for communications and four for other teams*
- Absent student list
- Absent teacher list (substitute teacher list)
- From front desk: Student sign out log  
Tardy log  
Visitor log  
Teachers sign out binder

### At Command Center

*One Communications team member to remain in Command Center at all times.*  
Put on safety vests (on communications cart) – turn on walkie- talkie.

### Key Tasks:

- **Establish if anyone is missing:**

Account for all students: check “red” rosters against absent student list and student sign-out binder

Account for all teachers & staff: check staff sign-in roster, teachers lined up with classes, absent teacher list and teacher sign-out log.

- **Create missing persons list.** Include last known location. **Notify Operations Lead**

- **Track emergency status on large map and Security Checklist:**

Listen to radio for pertinent information.

Monitor all walkie-talkie communications – mark information on large map and Security Checklist.

### Detailed Team Tasks:

<b>Account for Students / Tracks Campus Status</b> Using rosters, absent student list and sign out binder Mark information on map	<b>Account for Staff</b> Using Staff Rosters, teacher sign out binder and absent teacher list
---	--

Jody (shed 2200)	Jeanne	Jenny
<ul style="list-style-type: none"> <li>• Leave medication cart in front of PE shed</li> <li>• Put staff roster clipboard on the medication cart</li> <li>• Put Student Sign Out binder on medication cart</li> <li>• Set up command center</li> <li>• If any teachers are holding red placards, go and collect those rosters</li> <li>• Compare names marked “M” (missing) against absent student list and sign out binder to establish if students are definitely missing</li> <li>• Create missing persons list with last known location</li> <li>• Update missing persons list, as people are located and continue to track their location until they go to student supervision.</li> <li>• As time permits, double check “green” rosters</li> </ul>	<ul style="list-style-type: none"> <li>• Open shed and get a table and 2 chairs (or ask teachers on prep or campus visitors to help)</li> <li>• Ask campus visitors to wait by the PE shed</li> <li>• Remove boxes from top of cart</li> <li>• Provide absent teacher list to Ops Chief</li> <li>• Monitor all incoming and outgoing walkie talkie communications from teams</li> <li>• Mark info on map and Security Checklist</li> <li>• Provide master keys as needed (from staff who have them)</li> </ul>	<ul style="list-style-type: none"> <li>• Take roll for your class, hand your roster &amp; placard to Student Supervision team member</li> <li>• Go to the Command Center</li> <li>• Establish if any staff are missing: check the staff sign-in roster with absent teacher list, teachers lined up with classes, teacher sign out binder to establish if any staff are missing – notify Jeanne</li> <li>• As time permits, review visitor log and notify Jeanne</li> </ul>

\*\*\*\*\*FOR FULL EVACUATION ONLY\*\*\*\*\*

Jody	Jeanne	Jenny
<ul style="list-style-type: none"> <li>• Continue updating missing persons log</li> <li>• Double check labels from Student Supervision - Report discrepancies to Ops Chief</li> </ul>	<ul style="list-style-type: none"> <li>• Direct 7<sup>th</sup> &amp; 8<sup>th</sup> grade student helpers to take supplies to Student Sign Out as needed</li> <li>• Assist Operations Lead and communications team as required</li> <li>• Listen to radio for pertinent information</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Student Helpers with badges as necessary</li> </ul>

Get chairs and canopy from shed and set up as needs require and time permits.

### Communications Supplies

**Bring from Office -> Communications cart + medications cart (for first Aid) +**

- 8 x walkie-talkies – *one for communications and four for other teams*
- Absent student list
- Absent teacher list (substitute teacher list)

- From front desk: Student sign out log + Tardy log + Visitor log (with lunch bar, office and library volunteers)  
+ Teachers sign out binder

### **Supplies on Communications Cart**

<b>Jody - Clipboard</b>	<b>Missing Persons Log</b>	<b>Jeanne - Clipboard</b>	<b>Room # Log</b>	<b>Staff Roster Clipboard</b>
<ul style="list-style-type: none"> <li>- Team-specific instructions</li> <li>- Master schedule</li> <li>- Map</li> <li>- Pen</li> </ul>	<ul style="list-style-type: none"> <li>- Missing persons form</li> <li>- Spare labels</li> <li>- Pen</li> </ul>	<ul style="list-style-type: none"> <li>- Team-specific instructions</li> <li>- Marking crayons / cloth</li> <li>- Operations Lead checklist</li> <li>- Team assignments &amp; flowchart</li> <li>- Map</li> </ul>	<ul style="list-style-type: none"> <li>- List of room #s to mark, red green, or none</li> <li>- Prep roster</li> </ul>	<ul style="list-style-type: none"> <li>- Staff / DO Roster</li> <li>- Staff phone list</li> <li>- Master schedule</li> <li>- Heidi / Corey schedule</li> <li>- Team instructions for MB</li> </ul>

<b>Bin Name or Item</b>	<b>Contents of Bin</b>
Green Rosters	None, for teachers green rosters after roll
Walkie Talkie Box	None, for WTs from teacher who don't need them
Clipboards	Staff Roster Room Log Missing Persons Log, Lisa, Jeanne, Operations Lead, Incident Commander, Office Volunteer, Operations Lead walkie talkie headset, Pens
Comms Supplies #1	Safety vests (blue for Grant & Wendy, for Lisa & Jeanne + 6 spares) Radio with 6 AA batteries, flashlight with 2 D batteries and 2 spares, 10 spare C batteries, Pads of paper (2), pens, pencils, scissors, glue stick, mini first aid kit, Kent Helper badges
Comms Supplies #2 (red)	Student Supervision clipboard for SS leader to take Student Roster binder for teachers without rosters Communications binder with full plan and other info
Tag & Ticket Supplies	Hanging pocket charts, tickets for each student, pens, highlighters, backpack with blue tape, one check stamp, zip-ties and sharpies
Emergency Cards	4 grade-level binders with student emergency cards
Map (large, laminated)	Note: On top of cart to document school conditions
Security Checklist (laminated)	Note: Used to mark the status of various hazards checked by the Security teams
3 hats	Note: For sun protection
Megaphones	Note: 3 on medication cart

### **Supplies in Shed**

Canopy, Table and 3 chairs

# Security Team

**Objective: Check campus for potential hazards (building damage, fire, gas leaks)**

## Team 1

Tricia Beales - Team Lead *MKcomms cert*  
Maggie Harris *cert*

## Team 2

Jose Quintanilla - Lead *MK/PK cert*  
Jill Klima *cert*

- **If you have a class**, take roll, and **immediately** hand your roster and placard (red or green) to your buddy teacher.
- Meet at Emergency Shed – Get **clipboards, hard hats and bags**.
- **Get master key** from Communications.
- If Paul Miller is on campus, he will check each location with you beginning with Team 2.
- Follow Safe Handling Guidelines and shut off criteria – see following page.

## Security Checklist

Check exterior of all buildings in Zone (see map). Call out to see if anyone needs help.

- **Open doors of potential hazards** (gas boilers, electrical etc) as per map and **safe handling guidelines** (see over).
- **Mark these doors with chalk** indicating the time you inspected. If gas or electrical is shut off, write “Off” and time; *if off, do not recheck with aftershocks*.
- **Mark checklist** as you check each hazard.
- Report on red ribbons on doors.
- **Report via WT** after each hazard is checked (e.g. “E4 is clear”).
- **Take nearest fire extinguisher**, if needed (one in every classroom).

Zone 1	Zone 2
<b>E4 by Room 14</b>	<b>G1 in parking lot. <u>If gas leak</u>: report to Ops Chief</b> - <b>Evacuate the area &amp; put up red tape</b> - <b>Shut off all power</b>
<b>E2 by entry to South Quad / Room 1</b>	<b>E1 by kitchen</b>
<b>W1 in plaza by College Ave.</b>	<b>G3 in kitchen</b>
<b>E3 in South Quad across from Room 9</b>	<b>B4 between Rooms 32 &amp; 33</b>
<b>B1 in South Quad across from Room 9</b>	<b>E6 between Rooms 32 &amp; 33</b>
<b>G2 inside Room 15 IF DEEMED SAFE</b>	<b>B3 by between Storage and Room 27</b>
<b>B2 inside Room 16 IF DEEMED SAFE</b>	<b>E5 by Room 27</b>
<b>W2 between sprint track &amp; baseball fence</b>	

*** FULL SITE EVACUATION ONLY ***	
Team 1 – Zone 1	Team 2 – Zone 2
<ul style="list-style-type: none"> <li>- <b>Stay in Zone 1</b>, continue to monitor area and support <b>Search &amp; Rescue 1</b> with stretcher bearing as required.</li> <li>- Water mains are marked on map; shut off if necessary.</li> </ul>	<p style="text-align: center;"><b>Turn off power at the electrical main E1.</b> <b>Report power off to Operations Lead</b></p> <ul style="list-style-type: none"> <li>- <b>Recheck</b> gas main</li> <li>- <b>Stay in Zone 2</b>, continue to monitor area and support <b>Search &amp; Rescue 2</b> with stretcher bearing as required.</li> <li>- Water mains are marked on map; shut off if necessary.</li> </ul>

## Security Team Safe Handling Guidelines for Gas, Electricity and Fire

- When checking for hazards **one team member must remain at the open door** of the room.
- Do not enter a building if there is structural damage.
- **Criteria for shutting off utilities:**
  - Ceiling panels down
  - Books/supplies off shelves and counters
  - Doors jammed or drawers falling open
  - Windows cracked or broken
- If shut off is required follow the shut off instructions by each appliance
- **Be aware of: smoke, sparks, flames, smell of gas, hissing or unusual sounds**

### Electricity

- If **full evacuation** is announced, turn off the power at the electrical main E1.

### Gas

- Do not shut off any gas until the power is switched off at the electrical main.
- If the gas main is “screaming” with a gas leak - **DO NOT APPROACH THE GAS MAIN**. Notify the Operations Lead, evacuate the area and put up the red caution tape to prevent access.
- If there is a very strong smell of gas outside and the main is not “screaming” then shut off the main using the tool stored in E2 (opposite room 13). Notify the Operations Lead.
- If you smell gas by a gas appliance (boiler, water heater) make sure the power is off and then switch off the gas supply locally following the instructions by the shut off.

### Fire

If there is a fire – you should only fight the fire if you can answer **yes** to all of the questions below:

1. Can you see the seat of the fire?
2. Can you get within 10 feet of the fire?
3. Is it smaller than a teacher’s desk?
4. Are you sure it is not caused by a gas leak?

If you answer **no** to any question leave the site of the fire, closing the door behind you. Notify the Operations Lead immediately and they will call the fire department if possible.

### Water

If water is leaking, attempt to shut off at local outlets or main if necessary.

### Security Supplies

Safety vest (from classrooms, spares with Communications)

Walkie talkie (WT) one per team

Master key (get from Communications)

### In Emergency Shed

**Clipboards** with:

- Laminated checklist with map on other side
- Wax crayon to mark checklist
- Chalk to mark doors as needed
- Team Specific instruction sheet

**Hardhats** labeled for each team member

**Pack** labeled **Team 1** and **Team 2**

- Watch
- Flashlight with 2 D batteries
- Caution tape (teachers/ staff can cross), Red tape (no one to cross this tape – hazard)
- duct tape and box cutters

## Search and Rescue

**Objective: Locate and extract missing persons**

### Team 1

Jason Gatti - Team Lead *PK/MK comms*

Warren Beales *cert*

Denise Marshall

### Team 2

Matt Gillespie - Lead *PK/ MK comms cert*

Jeff Deboi *cert*

Mike Martinez *cert*

### **Unless we know people are missing, teams will not perform Search and Rescue.**

After roll is called, if there are red placards, Ops Lead will ask one or both S&R teams to search for the missing person(s). If your team is called give your placard and roster to your buddy teacher.

**\*\*\*The following instructions are for locating CONFIRMED missing persons\*\*\***

**Leader: Go to Communications for master key** and specific instructions of where to search.

**Team: Go to shed**, get your hard hats and yellow backpacks. Additional supplies in tubs if needed

Ops Chief will direct you to the place the missing person was last seen. Search there and report back if found or not. Ops Chief will redirect for next steps. Check for red ribbons on the doorknobs which indicate someone is in the room.

### **Search Protocol:**

Only 2 of the 3 team members should enter a room.

One member should remain outside with the walkie-talkie, and clipboard. The third team member may enter in an emergency only if it appears safe and they have notified the Operations Lead.

#### **At each room:**

1. Place S&R sticker on the door and note team #, date and time of entry.
2. Prop door open.
3. Smell for gas. *If you do smell gas, close the door carefully and walk away. Leave lights, as they are so as not to cause a spark. Report smell to Operations Lead.*
4. If you do not smell gas - look inside room for danger before entering; enter only if safe.
5. Call out to announce you are there and looking for people.
6. Search closets and under desks.
7. Search thoroughly; some rooms are adjoining, someone missing from one room may have gone to another. Discuss search of additional adjoining rooms with Operations Lead.
8. Write date and time of exit on S&R sticker; mark the other side of the "X" if complete.
9. Report status to Operations Lead.
10. Mark laminated map with wax crayon to track searched areas.
11. Note: After checking bathrooms, lock doors.

**If someone is found, notify the Operations Lead and use triage protocol to assess the situation.** (copy of START process attached for reference).

- o Only extract people who are breathing.
- o Do not conduct CPR. Do not extract any people who are deceased.
- o Dress large wounds quickly from your supplies.
- o If many people are missing/injured, remove them if you can do so safely in 5 minutes or less; If an extraction will take longer, evaluate calling for assistance or leaving them until later

**Utilize triage tags** (attach to each person) to document assessment:

**Green** = Minor injuries (*walk to First Aid, escort if possible*)

**Yellow** = Delay treatment (*transport to First Aid*)

**Red** = Immediate treatment (*transport to First Aid*)

**Black** = Deceased (*leave where found*)

- Ask Operations Lead for runners to transport patients, if necessary.
- If none available, take immediately to First Aid (edge of field, near blacktop). Security team will join you and also help with stretcher bearing as soon as possible.
- People must be taken to First Aid if injured or accompanied to Communications to collect a name label if not injured.
- **Once you've found all missing persons, report to Operations Lead for further instructions.**

## Search and Rescue Supplies

- safety vest (from your backpack, spares with Communications)
- Walkie talkie (WT) one per team
- Master keys (get from Communications)

### In Shed

- Helmets with chin straps
- Sturdy shoes (teachers to bring)

### In each YELLOW backpack

- Knee pads
- Gloves
- Goggles
- Face masks (2)
- Flashlights with 3 AA batteries
- Headlamps with 3 AAA batteries
- Non-latex gloves (6)
- Gauze rolls (4)

### In LEADER bag only:

**Clipboard including:** Map (laminated), Wax crayon to mark map, Team specific instruction sheet, Marking Instructions, START procedure, paper & pen

### Fanny pack including:

Door marking stickers (40) {Post-Its with tape for drills only}

Sharpies (2) and pens (2)

Triage tags (20)

Triage guide, laminated

Watch

**In other team member bags:** Sheet for carrying (2 per team), hammer (1 per team), crow bar (1 per team)

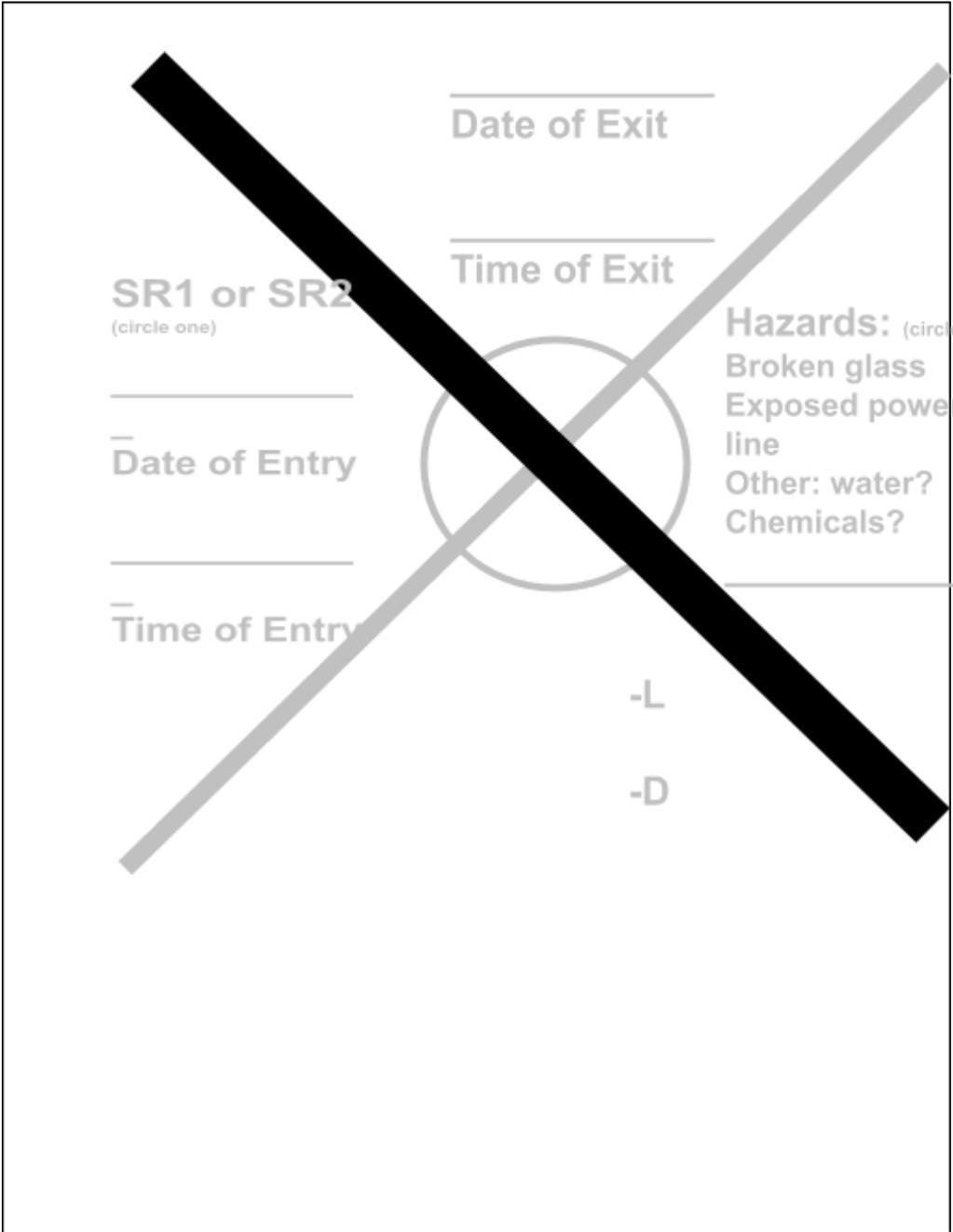
### In Search and Rescue tubs:

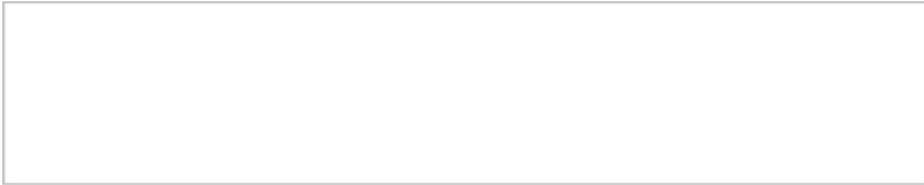
- Axe
- Sledge hammer
- Pry bar 5 ft
- Portable stretcher
- Hack saw and saw
- Crow bar
- Wood for bracing
- Duct tape
- Screwdrivers
- Wrenches
- Coveralls
- Gloves (spare - 1 pair)
- Dust masks (6 spare)

### In milk crate in shed near tubs

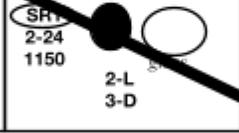
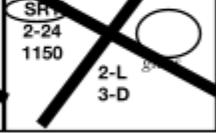
- Wire cutters
- Additional wood for bracing

Search and Rescue stickers for placing on doors





Areas searched if incomplete

***** SEARCH MARKING LEGEND *****	<b>Incomplete Search / No Entry</b> 2-24 1520  2-L 3-D	<b>Completed Search</b> 2-24 1520  2-L 3-D	<b>Incomplete Search</b> = room search not finished and/or people are still in the room <b>Complete Search =</b> you do not need to re-enter
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# First Aid

**Objective: Assess, treat and comfort patients**

Laurel Yrun - Team Lead *PK cert*  
 Julie Gallagher - Teacher Lead *PK cert*  
 Catherine Teller  
 Stephanie Blazek

Diana Bokaie  
 Corey Shaw  
 Debbie Freed

Prior to a full evacuation, Corey, Diana and Laurel to set up First Aid station.

- Collect large “First Aid - First Response” box from shelf on left side of shed (eye level).
- Take box near medication cart by PE shed and administer first aid or medications as necessary.

**Instructions for \*\*\*FULL SCHOOL SITE EVACUATION ONLY\*\*\*  
 Or if requested earlier by Operations Lead**

- Get rolling bin and First Aid sign from shed, take to the First Aid location:
- As time and conditions permit, get and set up 1 canopy, 1 table, and 2 chairs.

## Set Up First Aid Station

- Take from rolling can:
  - Tarps – layout in triage order (green, yellow, red) – leave black until required
  - First aid supplies (one box for each triage level)
  - Treatment Log from First Response box - ready to sign in Injured
  - Set up sign

Role	Who	What?
Assess	Laurel/Julie	<ul style="list-style-type: none"> <li>- Use START procedure to assess condition (see attached).</li> <li>- Use triage tags (attached to each patient) to document assessment:  <b>Green = Minor injuries</b>  <b>Yellow = Delay treatment</b>  <b>Red = Immediate treatment</b>  <b>Black = Deceased</b></li> <li>- For students needing medication from boxes, triage as usual and monitor (even if only inhaler or Benadryl).</li> </ul>
Log	Laurel Julie	<ul style="list-style-type: none"> <li>- Document all patients and their status in the triage log.</li> <li>- As requested, inform Communications about patients in First Aid.</li> </ul>
Green	Stephanie Catherine Corey Diana	<ul style="list-style-type: none"> <li>- Treat minor injuries.</li> <li>- Monitor and update triage tag to yellow or red if condition worsens.</li> <li>- Release to Student Supervision when appropriate.</li> </ul>
Yellow	Stephanie Catherine Corey Diana	<ul style="list-style-type: none"> <li>- Monitor and treat.</li> <li>- Update triage tag to red if condition worsens.</li> <li>- Release only to parent or medical personnel.</li> </ul>
Red	Julie Laurel	<ul style="list-style-type: none"> <li>- Monitor and treat.</li> <li>- Release only to parent or medical personnel.</li> </ul>
Black	Julie Laurel	<ul style="list-style-type: none"> <li>- Determine appropriate place for morgue if required; use black tarp .</li> </ul>
Leader	Laurel	<ul style="list-style-type: none"> <li>- Provide guidance to team about set up, procedures, etc.</li> </ul>

		<ul style="list-style-type: none"> <li>- Direct and back up team where necessary.</li> <li>- Determine resource requirements as necessary; contact Operations Lead if more resources are required.</li> </ul>
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**Notes**

- Treat RED patients first if resources are constrained (consult first aid book if necessary).
- Focus should be on patients who are breathing.  
CPR should only be conducted if there are adequate resources. First Aid leader to determine.
- First Aid team should remain at First Aid. Search and Rescue or Security will transport patients to First Aid. Only leave station in an emergency.
- Search and Rescue patients will already be triaged; use same process to reassess.
- Benadryl, Ibuprofen and Acetaminophen for staff, for students only in an emergency.
- Student Supervision will treat minor injuries (small cuts, etc.).
- Additional / back up supplies in boxes in the shed (see attached list).
- Student medications are in the medical cart with medical alert list.  
Blue backpacks may have red medication bags containing student specific medications.

**Set up First Aid station as time permits**

- Put out First Aid Sign.
- Hang clock in prominent location.
- Set up trash receptacle. (Use rolling can or locate one on campus).
- Set up canopy, table and chairs.

**First Aid Supplies**

Walkie talkie for team leader (spares with Communications).

**In Shed**

- First Response Box
- Rolling Bin – containing all supplies (extras in shed on shelves)
- First Aid sign on 6 ft posts to stick in field
- Other: Food, water and additional clothing can be obtained from the Shelter team.

**First Aid Supplies in Detail:**

**Boxes 3**

Item	Tarp Boxes (per box)	First Response Box	First Aid Bin	Shed / Back up	Total	Expire
Ace wraps 2" x 5 yards	1	1		18	22	
Alcohol, (for sterilization)		1			1	11/18
Antiseptic towlette	10	10		60	100	3/21
Back board, wood				1	1	
Bandage, Triangular (slings)	1	1		20	24	
Band-aids, 1"	20	40		100	200	6/17
Batteries AA (for clock)		2			2	12/25
Benadryl; box of 18		1			1	4/18
Blankets - "highway"/poly			3	5	8	
Blankets - non-flammable wool			2		2	
Blankets - silver (with Shelter)	2		5	146	157	6/26
Blood pressure cuff - adult					0	
Burn Sheet				1	1	
Canopy (10x20 with side walls)				1	1	

Updated January 8, 2024

Cervical collar - large				3	3
Chairs (on Student Release cart)				2	2

Item	Tarp Boxes (per box)	First Response Box	First Aid Bin	Shed / Back up	Total	Expire
Clock (with hanger)		1			1	
Cold pack	2	2		16	24	10/19
CPR mask	1			7	10	
Duct tape				1	1	6/19
First Aid Manual	2	5		6	17	
Gauze	1			20	23	
Gloves, surgical - large		20		100	120	
Gloves, surgical - medium	10	20		100	150	
Hand sanitizer		1		1	2	4/18
Hand wipes (24 pack)	1	1		3	7	6/18
Pain reliever, acetaminophen		100			100	9/18
Pain reliever, ibuprofen		100			100	1/19
Paper towels (roll)		1		3	4	
Pegs for triage tarps	4				12	
Pencils		2	2		4	
Pens		2	2		4	
Saline - 500ml bottle	1	1		8	12	7/17
Scissors, bandage - blunt nose	1	1		2	6	
Sharpies		2	2		4	
Sheets for transporting / moving			2		2	
Splints - 12"			1	4	5	
Splints - 18"			1	4	5	
Splints - 24"			1	4	5	
Steri-strips 1/4" x 1.5" packs of 6	2	5		10	21	5/19
Sterile dressing, 2x2	5	50		85	150	
Sterile dressing, 4x4	5	5		30	50	
Sterile dressing, 5x9	2	2		42	50	
Stethoscope		1		1	2	
Stretchers			2		2	
Table (on Student Release Cart)				1	1	
Tape, adhesive medical 1"	1	1		8	12	9/20
Thermometer - oral disposable	10	70			100	8/21
Trashbags (large)				5	5	
Trashbags (small)	5			25	40	
Treatment log / notebook		1			1	
Triage guide, laminated	1	1			4	
Triage tags		20		20	40	
Triage tarps (green, red, ylo, black)			4		4	
Tweezers - large (forceps)	1	1		2	6	
Tweezers - small	1	1		2	6	
Vest, orange		2			2	
Water (gallon) + cups				2	2	6/18

## **START (Simple Triage and Rapid Treatment)**

For you as a community disaster worker, this task is particularly difficult because many of those you will be treating are friends and acquaintances. To make this difficult task more manageable the **START** method of triage is recommended. These simple assessment guidelines determine the priority placed on each patient, and keep the rescuer moving and saving lives by opening airways, stopping bleeding and treating for shock.

The **START** method assesses three vital functions:

- 1) **R**espiration (breathing)
- 2) **P**erfusion (blood circulation)
- 3) **M**ental status (alertness, consciousness)

**Think RPM**

### **WALKING WOUNDED**

Your first action in beginning triage is to ask “All those who can stand and walk, get up and move outside this building” (or next to the red car, etc.): Separates “walking wounded,” from the rest.

“Walking wounded” get **Green tags (Minor injuries)** can become a labor resource—such as:

- Assist in controlling bleeding
- Hold victim’s head in neutral alignment for suspected spinal injury
- Comfort or monitor the more seriously injured

### **Start RPM**

#### **RESPIRATIONS (Breathing)**

Sort out the more seriously injured victims:

- Check for respiration.
- Look, listen, and feel for breath.
- Respiration can be present and shallow—difficult to detect.
- Shut out extraneous noise and distractions—get in close to patient: Look - listen - feel for breath

If patient not breathing and trauma and/or spinal injury are suspected:

- Open airway by head-tilt, chin-lift method - or modified jaw thrust method.
- After opening airway—check again for breathing.
- If still **not breathing—tag patient Black (dead)** and move on.

If patient **is breathing**—count respirations.

- If respiration more than 30 per minute, or fewer than 10 per minute, **tag Red (immediate)** and move on.
- If breathing adequate (between 10 and 30 breaths per minute) start Perfusion (Blood Circulation) test.

#### **PERFUSION (Blood Circulation)**

Is adequate blood supply being circulated? Two ways to check:

1. Press on fingernail bed (base of nail or in light semicircle)
2. Pinch area inside the lower lip.

If patient is breathing and **color does not** return in less than 2 seconds—**tag Red (immediate)**.

If patient is breathing and **color returns** in less than 2 seconds—start evaluating Mental Status.

#### **MENTAL STATUS (Alertness – Consciousness)**

Are they alert and oriented?

Decreasing level of consciousness is indication of shock: Does the victim have decreased awareness?

Determine mental status by asking simple questions:

- “What day is it today?”;
- “Can you tell me where you are?”
- “What state (or town) are we in?”

If victim cannot follow simple instructions, **tag Red (immediate)**.

If victim passes all three tests; **Respiration - Perfusion - and Mental status, tag Yellow (delayed)**.

During triage — airways will have been opened and major (arterial) bleeding stopped.

- Once all patients have been triaged and tagged, notify emergency service and additional resources of situation.

## Triage Guide

### Red Highest or First Priority

#### Primary Triage

##### Adult

- Breathing spontaneously after opening the airway
- Respiratory rate > 30/minute
- Capillary refill > 2 seconds
- Does not obey commands

##### Pediatric

- Breathing after opening airway and after 5 rescue breaths
- Respiratory rate <15 or >45/minute
- No palpable pulse
- Inappropriate posturing or unresponsive

#### Secondary Triage

- Airway and breathing difficulties
- Uncontrolled or severe bleeding
- Decreased mental status
- Severe medical problems: poisoning, diabetic and cardiac emergencies
- Severe burns
- Shock (hypoperfusion)

### Yellow Medium or Second Priority

#### Primary Triage

##### Adult

- Unable to walk
- Respiratory rate < 30/minute
- Capillary refill < 2 seconds
- Obeys commands

##### Pediatric

- Unable to walk (if age appropriate)
- Respiratory rate >15 or < 45/minute
- Palpable pulse
- Alert or responds to verbal or painful stimuli

#### Secondary Triage

- Burns without airway problems
- Major or multiple bone or joint injuries
- Back injuries with or without spinal cord damage

### Green Lowest or Third Priority

#### Primary Triage

##### Adult

- Able to walk

##### Pediatric

- Able to walk (if age appropriate)

#### Secondary Triage

- Minor burns
- Minor bone or joint injuries
- Minor soft tissue injuries

### Black No Priority Or Deceased

#### Primary Triage

##### Adult

- No breathing

#### Secondary Triage

- Obviously dead
- Will not survive

## Gate Team

**Objective: Reassure parents as they arrive and direct them to Student Sign Out  
Confirm students are leaving with authorized adults**

### Securing Gates / Patrol

Jenny Gloistein - Team Lead  
Melissa Stephens

### Main Entrance Gate

Reed Maltzman *cert*  
James Stryker

### Stadium Gate

Cynthia DiZazzo PK comms  
Kim Abella

The following instructions for **\*\*\*FULL SCHOOL SITE EVACUATION ONLY\*\*\***

Patrol - Jenny	Main Entrance - James & Reed	Stadium Gate - Cynthia & Kim
<p><b>Get Patrol fanny pack &amp; megaphone</b> from shed</p> <p><b>Go to Main Entrance parking lot entrance</b> and block parking lot entrance with chain &amp; zip tie</p> <p><b>Zip tie gate</b> on South Quad entrance</p> <p><b>Run caution tape</b> from DO fence to parking lot fence closing pedestrian walkway</p> <p><b>Once secure notify Comms</b></p> <p><b>Patrol Parking area</b> to direct emergency personnel and parent traffic</p> <p><b>Reassure</b> parents as they arrive on campus</p> <p><b>Help with patrol</b> after securing campus</p> <p><u>Note: Patrol do not need to check students leaving campus</u></p>	<p><b>Get clipboard &amp; megaphone</b> from shed</p> <p><b>Go to "College Gate" near north west corner of gym</b> (see map).</p> <p><b>Reassure</b> parents as they arrive on campus.</p> <p><b>Follow</b> exit procedures (below)</p> <p><b>Reed</b></p> <p><b>Get WT</b> from Communications</p> <p><b>Get College fanny pack &amp; megaphone</b> from shed</p> <p><b>Run caution tape</b> from:</p> <ul style="list-style-type: none"> <li>● Room 31 to music room</li> <li>● Parking lot to Woodshop rm 20</li> </ul> <p><b>Once secure notify Comms</b></p> <p><b>Reed</b> - Go to main entrance gate</p> <p><b>James</b> help Jenny on patrol</p>	<p><b>Help at Stadium Gate</b></p> <p><b>Communicate with Student Supervision about students to be released</b> to authorized adult</p> <p><b>Get clipboard</b> with padlock key &amp; megaphone and <b>Stadium fanny pack</b> from shed</p> <p><b>Reassure</b> parents as they arrive on campus.</p> <p><b>Kim</b> - Go to stadium gate</p> <p><b>Melissa</b></p> <p><b>Ziptie</b> pedestrian gate by gym as you go out. Tie through rings on inside of gate</p> <p><b>Help at College Gate</b></p> <p><b>Assist with Student Supervision</b></p> <p><b>Communicate with Student Supervision about students to be released</b> to authorized adult</p> <p><b>Once secure notify Comms</b></p>

## Gate Team Supplies

### Supplies

Orange safety vest (spare with Communications)

### **With Communications:**

Walkie talkie (WT) for 4 team members

### **Shed**

- Megaphones: Large yellow for Stadium Way gate, Large yellow and small for Main Entrance gate, Small for Patrol
- Portable barrier (Rebecca fanny pack attached with zip ties and pre-cut caution tape)
- 2x clipboards labeled Stadium & Main Entrance gate, with pens; Stadium clipboard has key for padlock on Stadium gate

3 x Fanny packs in shed are labeled Patrol, Main Entrance/Entry Parking Lot and Stadium

Fanny packs hold:

- Team specific instruction sheet
- Map, laminated
- Zip ties (located in room 34)
- Caution tape (teachers/ staff can cross)
- Duct tape
- Box cutters & pliers
- Pen and paper to write names of people who are leaving without following sign out procedure

### **Spares in shed** in box (shared with Security)

Caution tape

- Duct tape
- Rope
- Zip ties
- Box cutter

## Authorization Team

**Objective: *Facilitate release of students to authorized adults***

Tracey Nott - Student Release & Authorization Lead

Ryan Palmer – Team Lead

Myra Anderson - Team Lead

Lisa Moretti - Set Up

Heather Snyder - Set Up *cert*

Michael Rohner

Leslie Lewczyk

Melissa Stephens

**Responsibilities** - See Tag & Ticket Student Release Process (Next page)

## Tag & Ticket Student Release Process

PRIOR TO STUDENT RELEASE		
Command Center / Custodial	Teachers / Specialists	Parents / Authorized Adults
<p>1 - Announce Evacuation to Staff. Inform of Outdoor Student Release.</p> <p>2 - Gather Tags of Missing Students and coordinate Search &amp; Rescue.</p> <p>3 - Determine best layout for Student Release, communicate Stations to Staff.</p> <p>3 - Display Signage.</p> <p>4 - Set up Help Center.</p> <ul style="list-style-type: none"> <li>● Backup Binder</li> <li>● Y.E.S. Box</li> <li>● Site Maps</li> </ul>	<p>1 - Gather students on Class Spots and <u>complete Tagging</u> process.</p> <p>2 - Hand Tags of Missing Students to Command Center</p> <p>3 - Listen for Emergency Stations and possible Team assignment changes. Change Vest if needed.</p> <p>3 - Deploy to Team's Station.</p> <p>4 - Assist in setting up Station, displaying signage, etc.</p>	<p>1 - Receive evacuation alert phone call, text, and email.</p> <p>2 - Come to Kent or arrange for an authorized adult to come. Bring a photo I.D.</p> <p>3 - Enter campus and follow signs to Step 1 / Ticket Charts.</p>
DURING STUDENT RELEASE		
Command Center / Custodial	Teachers / Specialists	Parents / Authorized Adults
<p>1 - Be available for questions and to help guide Parents/ Authorized Adults <u>through Student Release Process</u>.</p> <p>2 - Use Backup Binder or other means to resolve issues, such as:</p> <ul style="list-style-type: none"> <li>● Lack of I.D.</li> <li>● No Student Release Ticket in Ticket Chart</li> <li>● Adult not listed on Ticket</li> </ul> <p>3 - Periodically collect Yellow Tickets <u>from Authorization Team</u> and <u>place in Y.E.S. Box</u>.</p>	<p>1 - <b>Authorization Team:</b> Authorize Student Release Tickets:</p> <ul style="list-style-type: none"> <li>● Verify adult's photo I.D.</li> <li>● Highlight adult's name on back of Yellow Tickets</li> <li>● Stamp Color Tickets</li> <li>● Give Color Tickets to adult</li> <li>● Keep Yellow Tickets</li> </ul> <p>2 - <b>Student Supervision and Release Team:</b></p> <ul style="list-style-type: none"> <li>● Check Ticket Authorization</li> <li>● Retrieve matching student</li> <li>● Release to Authorized Adult</li> </ul> <p>3 - <b>Gate Team:</b></p> <ul style="list-style-type: none"> <li>● Check for Tag/ Ticket match</li> <li>● <b>Collect Tags &amp; Tickets</b></li> </ul>	<p>1 - Pull Tickets of students being picked up.</p> <p>2 - Present Photo I.D. and Tickets to Authorization Team <u>Member</u>. Keep color-coded Tickets.</p> <p>3 - Take authorized, color-coded Tickets to Student Release Location, present to Release Team, <u>receive students</u>.</p> <p>4 - Follow signs to a designated Exit, give Tags &amp; Tickets to Gate Team <u>Member</u>.</p>
FOLLOWING STUDENT RELEASE		
Command Center / Custodial	Teachers / Specialists	Parents / Authorized Adults
<p>1 - Break down Student Release Center and signage.</p> <p>2 - Reconcile Y.E.S. Box with color-coded Tickets (?)</p>	<p>1 - Assist in breaking down Emergency Stations.</p> <p>2 - Gate Team: Give Tags &amp; Tickets <u>to Office / Command Center</u>.</p>	

## Authorization Clipboard Contents and Supplies

### Supplies

Orange safety vests (bring from classrooms - extra with Communications)  
Walkie-talkie for team leader

### Supplies available from Communications team

Hanging pocket charts  
Tickets for all students  
Pens  
Highlighters  
One check stamp  
Backpack with blue tape, zip-ties and sharpies

### **In Shed**

2 canopies  
2 tables  
7 chairs  
Megaphone with 8 C batteries  
Vinyl banners & carabiners

### Student Authorization box:

- Clipboard
  - Team specific instruction sheet
  - Map
  - Student Authorization procedures
  - Paper and pen
- Signs for steps 1, 2 and 3 for tables
- Tape to attach signs
- 10 Sharpies
- 7 Pens
- 10 emergency blankets
- Scissors
- 5 reading glasses
- 3 watches

## Student Supervision and Student Release Team

**Objective: Supervise students and help parents find their children**

**(Students remain in classroom lines for extent of emergency unless relocation determined)**

### Student Supervision Team

Lisa Bridges - Lead  
Melissa Stephens - Back-Up  
Cynthia DiZazzo (As needed)  
Kim Abella (As needed)  
James Stryker (As needed)  
Brittnee Stone  
Claudia Indelicato  
Alice Whitt  
Avis Casimir/Rebecca Hagan  
Jessica Araiza  
Sandy Wells  
Jessica Carroll  
Beatrice McMillan  
Avis Casimir  
Mari Schoenbrun  
Frederick Weare  
Rhonda Giannini  
Lara Nott  
Elizabeth Pohl  
Ellen Schwartz  
Jackson Raizene-Boyd  
All available specialists and additional staff

### Student Release Team

Tracey Nott - Student Release & Authorization Lead  
Shannon Janney - Team Lead  
Cassie Hettleman  
Megan Dunn  
Rebecca Hagan  
Jesika Whitehouse  
Ivette Villarreal  
Jason Gatti - Post-S&R  
Warren Beales - Post-S&R  
Denise Marshall - Post- S&R  
Matt Gillespie - Post-S&R  
Jeff Deboi - Post-S&R  
Mike Martinez - Post-S&R  
Tricia Beales - Post-Security  
Maggie Harris - Post-Security  
Jill Klima - Post-Security

*\* Set Up team - Any substitutes on campus during an emergency will help in Student Supervision and Student Release*

*\* Use your whistles (in your backpacks) to keep students quiet*

*Updated January 8, 2024*

## The following instructions for **\*\*\*FULL SCHOOL SITE EVACUATION ONLY\*\*\***

### Overall Objectives:

- Keep the students calm and quiet – keep them sitting down whenever possible.
- Help locate students as adults arrive at Student Release to pick them up.
- Coordinate closely with Student Release and Shelter, Food and Sanitation.
- Provide first aid for minor ailments.

### ■ **Team Leader**

- **Get megaphone** from Operations Lead.
- Use megaphone to keep students **quiet**
- Use your whistle to get attention before announcements
- **Decide wet or dry location** – tell set-up team. [wet=bottom of old sprint track, dry=on the field]
- Get medical alert list; put on clipboard
- Distribute first aid fanny packs to treat **minor** injuries as needed
- Assess best way to supervise children with available staff

### ■ **Backup leader**

- **Go to communications**, get student supervision clipboard (with medical alert master list).
- Get walkie-talkie and go to set-up area.

### ■ **Set up team**

- **Go to the shed and collect the team supplies:** cones, signs (both on trolley) and student supervision box.
- **Go to student supervision area and set up signs.** *Wet or Dry?*
- Help the team leader to set up Student Supervision area.

### ■ **Rest of team**

- **Remain with students - keep them calm and QUIET**
- **Supervise the students in their classroom lines for the extent of the emergency.**
- There are fanny packs per in Student Supervision box with first aid supplies if required.

### Once all students are labeled the objectives are:

- Keep the students calm and **quiet** – have them sit down if possible and remain in their classroom lines.
- If a student cannot be found, confirm the adult has been to Student Sign Out to check if they have already been collected. If student has not been collected and cannot be found refer them to the team leader who will contact Communications team via walkie-talkie to assess whereabouts.
- Provide first aid for minor ailments using first aid fanny packs - *only send students to first aid if required.*
- Check the Medical Alert list (on team leader's clipboard) and take appropriate action. Student medication is with First Aid team.

### **Standard Supervision Procedures:**

- **Students should be directed to stay on the field in their classroom lines seated whenever possible.**
- **Team members supervise classroom lines for the extent of the emergency.** If possible, at least one team member should be posted near the bathrooms at all times.
- **Student Release will use a walkie talkie to notify Student Supervision of child who needs to be brought to Student Sign Out.** Use the whistles provided to quiet the children and use megaphone to call names as needed.
- When Leader determines that staffing is adequate, he/she can request supplies from the Shelter team or direct a team member to collect these items from the shed.
- **As students are released, continually evaluate the best way to supervise and determine the number of staff required.** If there are spare resources, notify Operations Lead of status so that some staff can be released to other teams as necessary.

## Tag & Ticket Student Release Process

PRIOR TO STUDENT RELEASE		
Command Center / Custodial	Teachers / Specialists	Parents / Authorized Adults
<p>1 - Announce Evacuation to Staff. Inform of Outdoor Student Release.</p> <p>2 - Gather Tags of Missing Students and coordinate Search &amp; Rescue.</p> <p>3 - Determine best layout for Student Release, communicate Stations to Staff.</p> <p>3 - Display Signage.</p> <p>4 - Set up Help Center.</p> <ul style="list-style-type: none"> <li>● Backup Binder</li> <li>● Y.E.S. Box</li> <li>● Site Maps</li> </ul>	<p>1 - Gather students on Class Spots and complete <u>Tagging</u> process.</p> <p>2 - Hand Tags of Missing Students to Command Center</p> <p>3 - Listen for Emergency Stations and possible Team assignment changes. Change Vest if needed.</p> <p>3 - Deploy to Team's Station.</p> <p>4 - Assist in setting up Station, displaying signage, etc.</p>	<p>1 - Receive evacuation alert phone call, text, and email.</p> <p>2 - Come to Kent or arrange for an authorized adult to come. Bring a photo I.D.</p> <p>3 - Enter campus and follow signs to Step 1 / Ticket Charts.</p>
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Command Center / Custodial	Teachers / Specialists	Parents / Authorized Adults
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## Student Supervision/Student Release Clipboard Contents and Supplies

Walkie-talkie from team member (spare with communications)

### Team Leader - At Communications

#### Clipboard

- Team specific instruction sheet
- Map
- Paper and pen
- Student Release + Shelter, Food and Sanitation procedures
- Master medical alert list
- Student labels

Megaphone from Operations Lead

### Team supplies on hand truck in shed

- 20 cones and flags to mark designated area on field
- 5 x color coded alpha signs
- Mallet for signs
- 5 first aid fanny packs (including spare whistles, bandaids (20), gloves (4), hand wipes (10) individual packets, pen, paper)
- 20 emergency blankets (more in shed - use in initial hours if cold/rainy – reserve clothing for later)
- Tissues
- Spare whistles

### In shed – request from Shelter team

- Water and food bars
- Emergency blankets
- Spare clothes
- Games and books; recess game cart (if available)

Give hand truck to Shelter team when empty

## Shelter, Food & Sanitation

**Objective: Support Student Supervision – provide porta-potties, water, food and shelter**

Jose Quintanilla - Team Lead *MK/PK cert*  
Cassie Hettleman - Team Lead  
Megan Dunn  
Heather Snyder  
James Stryker

**The following instructions for \*\*\*FULL SCHOOL SITE EVACUATION ONLY\*\*\***

- **Team Leader get walkie talkie** from Communications
- **Support Student Supervision** help supervise and label students
- **Once students are settled, proceed to emergency shed to collect supplies**  
Take “Shelter” rolling bin, which contains team clipboard, 2 porta potty kits to the end of the old sprint track (see map). Each porta potty contains a privacy shelter, chemicals, bags, zip ties, rubber gloves, sanitizing wipes and water to activate the chemicals.
- **Set up 2 porta-potty stations**, (more as required)  
Monitor stations and replace bags as necessary. Use the rolling bin for waste initially. Later, waste should be moved to dumpster in main parking lot if possible.
- **Dispense water, food, clothing and shelter as required**

### **Water and Food:**

- Set up station near Student Supervision area (table in shed) to provide food and water.
- Additional food is available in room 34 or Kitchen, if safe to access

### **Clothing and Shelter:**

- Emergency blankets (silver disposable) are available in the shed (and 4 per classroom in the lockdown boxes). Use blankets first with clothing reserved for later.
- Spare clothing (primarily sweatshirts) is available in the shed; If possible, reserve for those staying > 4 hours.
- **Develop longer term plan once conditions have stabilized**
  - Discuss any special needs with Student Supervision and Operations Lead.
  - Consult with Operations Lead regarding the ability to use buildings for shelter.
  - Use Release Estimates (attached) to assess number of persons requiring shelter, food and water and for what period of time; coordinate with Student Supervision team and Operations Lead.
- **Revise estimates periodically as conditions and number of students change**

## Shelter, Food & Sanitation Clipboard Contents and Supplies

- Orange safety vest (spares with Communications)
- Walkie talkie for Communications

### **In Shed:**

#### **In Rolling bin**

##### Clipboard

- Team specific instruction sheet
- Map
- Release Estimates (Food and water allocation by time and by person)
- Paper and pen

##### 2 porta potty kits (5 in total)

- 2 x potty – chemicals, bags, rubber gloves, toilet paper, water to activate chemicals, sanitizing wipes, hand sanitizer
- 2 Privacy shelters (cover, pegs, strings and poles)
- Mallet to drive in stakes on shelters

#### **On shelves in shed:**

- 3 more porta potty kits and privacy shelters
- Spare toilet paper
- 2400 calorie food bars x ~300
- Bottled water – 4 gallon containers x 12
- Portion cups
- Paper towels
- Water in drums (3 x 55 gal)
- Emergency blankets (silver disposable) - ~150
- Games and books
- Spare clothing (various sizes)
- Tarpaulin x 3 blue
- Large trash bags (5)
- 2 dining canopies
- Tables (3)

**Release Estimates for Food and Water quantities  
Kent**

Evacuation Estimate

The Kentfield School district is primarily comprised of families who live a very short distance (<2 miles) from the schools. More than half of the families are estimated to have one parent who does not work outside the home or works locally. As such, most children are picked up daily by parents or caregivers who are in the local area. Based on this, we estimate the following evacuation schedule over the 72 hours that this plan is intended to cover.

Time	% of children released from school	# of children, staff & admin remaining	Average # remaining	Water Containers /Cups (gallons)	Food Bars Needed
Initial	0%	611			
First 4 hours	70%	183	397	25	99
First 8 hours	85%	92	137	9	69
First 12 hours	90%	61	76	5	38
First 24 hours	95%	31	46	3	23
First 36 hours	95%	31	31	2	15
First 48 hours	95%	31	31	2	15
First 60 hours	95%	31	31	2	15
72 hours	100%	0	15	1	8
				<u>48</u>	<u>283</u>

Current Inventory	Expiration
280	7/26

Containers needed (4 gallons each)	12
Expiration	9/19

13 empty

**Assumptions**

- Food bars 1/4 2400 calorie bar per person at 4 hours
- 1/2 2400 calorie bar per person at 8, 12 and 24 hours
- 1 bar per person at 36, 48 and 60 hours
- Water 1 cup (8oz) per person every 4 hours
- Water - first aid misc sanitary needs
- Water - latrine 1 gallon per person every 12 hours

<b>Water - gallons</b>	Expiration
First Aid	8/23
Latrine	
Gallons Total	
55 gal drums	

22
153
175
3

# ***Appendix***

## Staff Sign In Roster

CREDENTIALLED TEACHERS		CLASSIFIED STAFF	
Kim	Abella	Jessica	Carroll
Grant	Althouse	Avis	Casimir
Myra	Anderson	Rhonda	Giannini
Jessica	Araiza	Jody	Gustke
Tricia	Beales	Bea	McMillian
Warren	Beales	Kristina	Moeck
Stephanie	Blazek	Lara	Nott
Diana	Bokaie	Elizabeth	Pohl
Lisa	Bridges	Jackson	Raizene-Boyd
Jeff	Deboi	Mari	Schoenbrun
Cynthia	DiZazzo	Ellen	Schwartz
Megan	Dunn	Jeanne	Sellers
Debbie	Freed	Frederick	Weare
Julie	Gallagher	<b>SPECIALISTS</b>	
Jason	Gatti	Cristina	Moisa (Psychologist/Bacich)
Matt	Gillespie	Geoffrey	Murakami (Counseling Intern)
Jenny	Glostein	Julianne	Russell (Occupational Therapist)
Jody	Gustke	Erika	Salazar (Speech Therapist)
Rebecca	Hagan	Catherine	Teller (Psychologist)
Maggie	Harris	Ivette	Villarreal (Family/Community Liaison)
Cassie	Hettleman	Laurel	Yrun (Nurse)
Wendy	Holmes		
Claudia	Indelicato		
Shannon	Janney		
Jill	Klima	<b>CUSTODIAL/MAINTENANCE STAFF</b>	
Leslie	Lewczyk	Carlos	Hernandez
Reed	Maltzman	Kristopher	Kuivenhoven
Denise	Marshall	Jose	Quintanilla
Mike	Martinez	Jimmy	Roque
Lisa	Moretti	<b>DISTRICT OFFICE STAFF</b>	
Tracey	Nott	Ramiro	Alvitez
Ryan	Palmer	Jim	Bowlby
Michael	Rohner	Virginia	DiGirolamo
Corey	Shaw	Beth	Fogel
Heather	Snyder	Michael	Ghebregziabher
Melissa	Stephens	Andrew	Korff
Brittnee	Stone	Patty	Martinez
James	Stryker	Francisco	Perez Garcia
Sandy	Wells	Raquel	Rose
Jesika	Whitehouse	Mary	Snell
Alice	Whitt	Laurie	Treganowen
		Edith	Valencia

## CERT TRAINED STAFF

Reed Maltzman	Gate
Jill Klima	Security
Denise Marshall	Search & Rescue
Tricia Beales	Security
Maggie Harris	Security
Jose Quintanilla	Security
Warren Beales	Search & Rescue
Jeff DeBoi	Search & Rescue
Matt Gillespie	Search & Rescue
Michael Martinez	Search & Rescue

### **District**

Ramiro Alvitez

Kris Kuivenhoven

## Important Phone Numbers

<b>AGENCIES</b>	
Life-threatening emergencies only	911
Cell phone 911	472-0911
Fire Department (non-emergency)	499-6717
Sheriff Department (non-emergency)	479-2311
Kentfield Sub-station	456-5131
California Highway Patrol	924-1100
College of Marin Police: main / dispatch	485-9455 / 485-9696
*Marin County Office of Education – Assist Sup	*499-5866 Mainline 472-4110
*Marin County Office of Emergency Services	*499-6584
*Marin County Emergency Operations Center	*
Red Cross (including shelter aid)	721-2365
<b>UTILITIES/SERVICES</b>	
PG&E	800-743-5000
PG&E Interruption information	800-743-5002
Marin Municipal Water District	945-1500
PSI Alarm Company	800/444-3541
Marin Humane Society	833-4621
<b>MEDICAL</b>	
Marin General Hospital	925-7000
Primary Pre-assigned Doctor: Martin Joffe	461-5436
Pre-assigned Pharmacy: CVS, Bon Air Ross Valley Pharmacy, Bon Air Rd	461-9363 924-2454
<b>RADIO STATIONS</b>	
KCBS (740AM)	765-4112
KGO (810AM)	954-8100
<b>TV STATIONS</b>	
Channel 7 – news desk/ mainline	954-7926 / 954-7777
Channel 5	765-8610
Channel 4	561-8000
Channel 2	(510) 834-1212
<b>LOCAL SCHOOLS</b>	
District Office	458-5130
Kent Middle School	458-5970
Grant Grover	485-6051 / 485-6287 / 454-4043
Bacich Elementary	925-2220
Marin Enrichment: classroom / office	461-4671 / 461-4395
Ross Valley Nursery School	461-5150
College of Marin	457-8811
Marin Catholic	464-3800
Larkspur Recreation	927-6746
Ross Recreation	453-6020

**\* Communicate initially with DO. They in turn will contact these agencies.**

## Staff Release Order 2023-2024

### **FIRST TIER**

#### → **Group 1**

Jason Gatti  
Corey Shaw  
Brittnee Stone  
Leslie Lewczyk

#### → **Group 2**

Ryan Palmer  
Jody Gustke  
Maggie Harris  
Melissa Stephens  
Reed Maltzman  
Denise Marshall  
Lisa Moretti  
Mike Martinez  
Cynthia DiZazzo  
Shannon Janney  
Heather Snyder  
Beatrice McMillan  
Jesika Whitehouse  
Lisa Bridges  
Grant Althouse  
Julianne Russell  
Jessica Araiza  
Ivette Villarreal

### **SECOND TIER**

#### → **Group 1**

Diana Bokaie  
Tricia Beales  
Kim Abella  
Alice Whitt  
Rebecca Hagan  
Erika Salazar  
Stephanie Blazek  
Rhonda Giannini  
Mari Schoenbrun  
Jackson Raizene-Boyd

#### → **Group 2**

Laurel Yrun  
Jill Klima  
Claudia Indelicato  
Jessica Carroll  
Julie Gallagher  
Sandy Wells  
Debbie Freed

#### → **Group 3**

Myra Anderson  
Jeff DeBoi  
Matt Gillespie  
Tracey Nott  
Cassie Hettleman  
Lara Nott  
Catherine Teller  
Jenny Gloistein  
Cristina Moisa  
Frederick Weare  
Avis Casimir  
Jose Quintanilla

### **THIRD TIER**

#### → **Group 1**

Warren Beales  
Megan Dunn  
Michael Rohner  
Wendy Holmes

## Emergency Notification Instructions

All emergency notifications will be sent through Parent Square.

- All district-wide emergency notifications will be sent from Raquel Rose.
- Site-specific emergency notifications will be sent from the principals.

\*When applicable stay in touch with our Director of Facilities – Ramiro Alvitez (Cell: 415-827-4562) throughout the emergency decision making process.

In the event that an emergency call needs to be made, Raquel Rose will be contacted. If Raquel is not available, the employees listed below have authorization to make the call. Employees should be contacted in the order listed below:

1. Raquel Rose  
Cell: 415-412-5942
2. Grant Althouse  
Cell: 650-862-0773
3. Wendy Holmes  
Cell: 510-859-5360
4. Maria Martin  
Cell: 415-806-4277

If evacuating either campus, be sure to include the following reminders to parents in the message:

- Parking lots will be closed. Please walk to school or park away from campus
- Bring ID if possible, to expedite student sign out process
- For Bacich evacuation, enter through gate on SFD Blvd near the Bacich sign
- For Kent evacuation enter through Main (College Avenue) entrance

\*When applicable stay in touch with our Director of Facilities – Ramiro Alvitez (Cell: 415-827-4562) throughout the emergency decision making process.

# Kent Emergency Preparedness Walkie Talkie (WT) Protocol

## Guidelines

Use Walkie-talkie sparingly – face to face is always better, particularly in serious situations. Send runners where possible.

Say the team you are calling, then identify yourself  
For example: “**Operations this is Search 1**”.

Use the abbreviated team names.

Abbreviated name	Full name
Operations	Operations Lead
Commander	Incident Commander
Search 1 or 2	Search and Rescue 1 or 2
Security 1 or 2	Security 1 or 2
Gate Main or Stadium	Gate – Main Entrance (College Ave) or Stadium Way
Supervision	Student Supervision
Authorization	Student Authorization
Release	Student Release
Shelter	Shelter, Food and Sanitation
Comms	Communications
First Aid	First Aid

**Priority radio use for:**      Operations Lead  
   Security  
   Search and Rescue 1 & 2

Use “**hold your traffic**” to report a very serious situation. For example, Operations to announce a gas leak at the main. Then “**all personnel** and the message”

## Megaphone list

<u>Type :</u>	<u>Allocated to:</u>	<u>Location:</u>
Large (battery)	Operations Lead	Office Cart
	Student Supervision	Office Cart
	Student Sign Out	Shed
	Spare	Office
	Spare	Office
Small (battery)	Gate – Patrol	Shed
	Gate – Main Entrance (College)	Shed
Large (no battery)	Gate – Stadium Way	Shed
	Gate – Main Entrance (College)	Shed

## Incident Log

Complete this log for School Evacuation to field

**Date:**

**Log completed by:**

Time	Event	Details/Notes
	Incident description	<i>E.g. earthquake</i>
	Evacuation to the field complete	
	Shed opened	
	Student rosters complete	
	Students missing	<i>How many and where?</i>
	Search & Rescue dispatched	<i>Team 1 &amp; 2?</i>
	Status report from security received	<i>Summary of report - Zone 1 &amp; 2</i>
	Full School Evacuation decision taken	<i>Discussed with DO?</i>
	Outside agencies notified	<i>Who? When?</i>

# BACICH POWER OUTAGE PROTOCOL

## Outage before 6am

School closure determination made based on restoration timeline and school conditions



By 6:30am staff and parents are notified of outage and whether school is open or closed

## Outage 6am - 8:10am

Parents/staff notified of outage, informed on how school will operate, and potential for future closure



School opens at 8:10am

## Outage 8:10am - 12:10pm

Parents notified of outage



If outage continues for 2 hours, school may close based on restoration timeline and conditions



If school is closed, parents are notified and the student release process is initiated

## Outage after 12:10pm

Parents notified of outage



School remains open until normal release time



Battery packs, generators and walkie talkies support communication systems

Please Note: Closure determinations made on a school site basis. One school may remain open if the other is closed. Our back-up power system provides over 2.5 hours of phone and internet service.

# KENT POWER OUTAGE PROTOCOL

## Outage before 6am

School closure determination made based on restoration timeline and school conditions



By 6:30am staff and parents are notified of outage and whether school is open or closed

## Outage 6am - 8:30am

Parents/staff notified of outage, informed on how school will operate, and potential for future closure



School opens at 8:30am

## Outage 8:30am - 12:30pm

Parents notified of outage



If outage continues for 2 hours, school may close based on restoration timeline and conditions



If school is closed, parents are notified and the student release process is initiated

## Outage after 12:30pm

Parents notified of outage



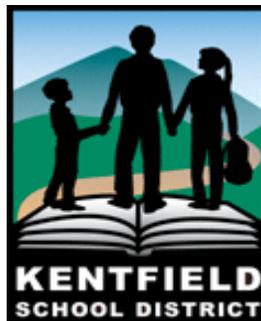
School remains open until normal release time



Battery packs, generators and walkie talkies support communication systems

Please Note: Closure determinations made on a school site basis. One school may remain open if the other is closed. Our back-up power system provides over 2.5 hours of phone and internet service.

**INJURY & ILLNESS PREVENTION PROGRAM**  
**FOR**  
**KENTFIELD SCHOOL DISTRICT**



Academic Excellence  
in a Caring Community

Raquel Rose, Superintendent  
2020-21

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## **INTRODUCTION**

In order to maintain a safe and healthful work environment the **Kentfield School District** has developed this Injury & Illness Prevention Program for all employees to follow. This document describes the goals, statutory authority, and the responsibilities of all employees under the Program. It addresses Compliance, Hazard Identification, Accident Investigation, Hazard Mitigation, Training, Hazard Communication, and Program Documentation. By making employee safety a high priority for every employee we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals at **Kentfield School District**.

## **GOALS**

Diligent implementation of this program will reap many benefits for **Kentfield School District**. Most notably it will:

1. Protect the health and safety of employees. Decrease the potential risk of disease, illness, injury, and harmful exposures to district personnel.
2. Reduce workers' compensation claims and costs.
3. Improve efficiency by reducing the time spent replacing or reassigning injured employees, as well as reduce the need to find and train replacement employees.
4. Improve employee morale and efficiency as employees see that their safety is important to management.
5. Minimize the potential for penalties assessed by various enforcement agencies by maintaining compliance with Health and Safety Codes.

## **STATUTORY AUTHORITY**

- ◆ California Labor Code Section 6401.7.
- ◆ California Code of Regulations Title 8, Sections 1509 and 3203.

## **RESPONSIBILITY**

The ultimate responsibility for establishing and maintaining effective environmental health and safety policies specific to district facilities and operations rests with the **Kentfield School District**. General policies, which govern the activities and responsibilities of the Injury & Illness Prevention Program, are established under Superintendent's final authority.

It is the responsibility of Site Administrators Supervisors and Managers to develop procedures, which ensure effective compliance with the Injury & Illness Prevention Program, as well as other health and safety policies related to operations under their control.

Site Administrators, Supervisors and Managers, are responsible for enforcement of this Program among the employees under their direction by carrying out the various duties outlined herein, setting acceptable safety policies and procedures for each employee to follow and ensuring that employees receive the general safety training. Each Site Administrator, Supervisor, and Manager must also ensure that appropriate job specific safety training is received, and that safety responsibilities are clearly outlined in the job descriptions, which govern the employees under their direction. Supervising others also carries the responsibility for knowing how to safely accomplish the tasks assigned each employee, for purchasing appropriate personal protective equipment, and for evaluating employee compliance.

Immediate responsibility for workplace health and safety rests with each individual employee. Employees are responsible for following the established work procedures and safety guidelines in their area, as well as those identified in this Program. Employees are also responsible for using the personal protective equipment issued to protect them from identified hazards, and for reporting any unsafe conditions to their supervisors.

The **Kentfield School District** is responsible for developing and managing this Injury & Illness Prevention Program.

## COMPLIANCE

Compliance with this Injury & Illness Prevention Program will be achieved in the following manner:

1. Site Administrators, Supervisors, and Managers will set positive examples for working safely and require that all staff under their direction work safely.
2. Site Administrators, Supervisors, and Managers will use all disciplinary procedures available to them to ensure that employees follow established safety policies and procedures. Performance evaluations, verbal counseling, written warnings, and other forms of disciplinary action are available.
3. Site Administrators, Supervisors, and Managers will identify the resources necessary to provide a safe work environment for their employees and include them in budget requests.
4. AED'S - There is a written training program, and emergency response/guidelines for the use of AED'S. Each site decides which individuals get trained. Recommendations are Principals, Assistant Principals, Athletic Directors, Campus Supervisors, and School Nurse. Basic Life Support certification includes CPR and AED training, and satisfies the training requirement as well. Tracking of battery life, pad life, and unit life will be performed as well, with email notices as needed. The School Nurse is willing to be the district/school contact. There is a written policy on AED maintenance, and monthly testing and other required maintenance is performed. Considerations for placing the AED unit include distance to gyms and fields; accessibility (locked offices defeat the purpose), and security (vandalism and/or theft)."

**Kentfield School District** has developed this comprehensive Injury & Illness Prevention Program to enhance the health and safety of its employees.

## **HAZARD IDENTIFICATION**

A health and safety inspection program is essential in order to reduce unsafe conditions, which may expose employees to incidents that could result in personal injuries or property damage. It is the responsibility of **Paul Miller, Director of Facilities** to ensure that appropriate, systematic safety inspections are conducted periodically.

### ***Scheduled Safety Inspections – Own Schedule***

Upon initial implementation of this Program inspection of all work areas will be conducted. All inspections will be documented using the attached forms (or equivalent) with appropriate abatement of any hazards detected.

Thereafter, safety inspections will be conducted at the frequency described below:

1. Annual inspections of all office areas will be conducted to detect and eliminate any hazardous conditions that may exist.
2. Semi-annual inspections of all potentially hazardous areas (shops, cafeterias, warehouses, gymnasiums, sheds, etc.) will be conducted to detect and eliminate any hazardous conditions that may exist.

### ***Unscheduled Safety Inspections***

1. Additional safety inspections will be conducted whenever new equipment or changes in procedures are introduced into the workplace that presents new hazards.
2. **Paul Miller, Director of Facilities** will conduct periodic unscheduled safety inspections of all potentially hazardous areas to assist in the maintenance of a safe and healthful workplace.
3. Safety reviews will be conducted when occupational accidents occur to identify and correct hazards that may have contributed to the accident.

## **ACCIDENT INVESTIGATIONS**

**Raquel Roe, Superintendent and Paul Miller, Director of Facilities** will investigate all accidents, injuries, occupational illnesses, and near-miss incidents to identify the root cause. Appropriate repairs or procedural changes will be implemented promptly to correct the hazards implicated in these events.

To ensure timely accounting for Workers' Compensation procedures, both employee and supervisor must complete their respective portions on the Employer's Report of Occupational Injury or Illness. Employees should contact Professional Dynamics Inc. at 1 877-247-7710 for 24/7 nurse advise for any work-related injury.

## **HAZARD CORRECTION**

All hazards identified will be promptly investigated and alternate procedures implemented as indicated. The District recognizes that hazards range from imminent dangers to hazards of relatively low risk. Corrective actions or plans, including suitable timetables for completion, are the responsibility of **Paul Miller, Director of Facilities**.

## TRAINING

Effective dissemination of safety information lies at the very heart of a successful Injury & Illness Prevention Program. All employees must be trained in general safe work practices. In addition, specific instruction with respect to hazards unique to each employee's job assignment will be provided.

### *General Safe Work Practices*

At a minimum, all employees will be trained in the following:

1. Fire Safety, Evacuation, and Emergency Procedures
2. Hazard Communication (Use of Material Safety Data Sheets)
3. Blood borne Pathogens
4. Injury & Illness Prevention Program

### *Specific Safe Work Practices*

In addition to this general training, each employee will be instructed how to protect themselves from the hazards specific to their individual job duties. At a minimum this entails how to use workplace equipment, safe handling of hazardous materials and use of personal protective equipment. Training must be completed before beginning to work on assigned equipment, and whenever new hazards or changes in procedures are implemented.

The Superintendent is responsible for providing Site Administrators, Supervisors, and Managers with the training necessary to familiarize themselves with the safety and health hazards their employees are exposed to.

**It is the responsibility of each Site Administrator, Supervisor, and Manager to know the hazards related to his/her employee's job tasks, and ensure they receive appropriate training.**

1. Supervisors will ensure that all employees receive general and job-specific training prior to initial or new job assignments.
2. Supervisors will ensure that employees are trained whenever new substances, processes, procedures or equipment are introduced to the workplace which may create new hazards. Training must also be given when new or previously unrecognized hazards are brought to a supervisor's attention.
3. All training will be documented and kept in employee files. The attached Employee Training Checklist Form (or equivalent) will be used for this purpose. Online safety training will be provided

as a link on the Kentfield School District website. It is offered by Safe Schools and managed through Keenan & Associates.

**COMMUNICATION**

Effective two-way communication, which involves employee input on matters of workplace safety, is essential to maintaining an effective Injury & Illness Prevention Program. **E-mails to employees regarding safety issues are managed through the safety committee.** To foster better safety communication the following guidelines will be implemented:

The department will use an Employee Bulletin Board for posting information on safety in a location accessible to all employees. Changes in protocol, safety bulletins, accident statistics, training announcements, and other safety information will be posted, as they become available.

Site Administrators, Managers, and Supervisors will provide time at periodic staff meetings to discuss safety topics. Status reports will be given on safety inspections, hazard correction projects, and accident investigation results, as well as feedback to previous employee suggestions. Employees will be encouraged to participate and give suggestions without fear of reprisal. The attached attendance sheet should be used to document attendance and topics covered. Additional communication methods to be used are:

- \_\_\_\_\_ Posters      \_\_\_\_\_ Meetings      \_\_\_\_\_ Manuals
- \_\_\_\_\_ Newsletters      \_\_\_\_\_ Bulletins      \_\_\_\_\_ Warning Labels

Other, please specify:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Employees are encouraged to bring to the District’s attention any potential health or safety hazard that may exist in the work area. The attached Employee Safety Recommendation form (or equivalent) can be used for this purpose. These forms are available in the District Office and at each school site.

Supervisors will follow up all suggestions and investigate the concerns brought up through these communication methods. Feedback to the employees is critical, and must be provided for effective two-way communication.

*Compliance will be reinforced by:*

\_\_\_\_\_ Appropriate comments on performance evaluations.

Other, please specify:

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*Non-compliance will be addressed by:*

\_\_\_\_\_ An immediate discussion between the supervisor and the employee who is discovered working in an unsafe manner.

\_\_\_\_\_ Appropriate disciplinary action up to dismissal.

Other, please specify:

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The District will pursue readily understandable health and safety communications for all affected employees.

## DOCUMENTATION

Many standards and regulations of Cal/OSHA contain requirements for the maintenance and retention of records for occupational injuries and illnesses, medical surveillance, exposure monitoring, inspections and other activities relevant to occupational health and safety. To comply with these regulations, as well as to demonstrate that the critical elements of this Injury & Illness Prevention Program are being implemented, the following records will be kept on file in the District Office or school site for at least the length of time indicated below:

1. Copies of all IIPP Safety Inspection Forms. Retain 5 years.
2. Copies of all Accident Investigation Forms. Retain 5 years.
3. Copies of all Employee Training Checklists and related Training Documents. Retain for duration of each individual's employment.
4. Copies of all Safety Meeting Agendas. Retain 5 years. A safety/disaster preparedness committee has been established.

The District will ensure that these records are kept in their files, and present them to Cal/OSHA or other regulatory agency representatives if requested. A review of these records will be conducted by the Superintendent during routine inspections to measure compliance with the Program.

A safe and healthy workplace must be the goal of everyone at **Kentfield School District**, with responsibility shared by management and staff alike. If you have any questions regarding this Injury & Illness Prevention Program, please contact the District Office at **(415) 458-5130**.

**APPENDIX A**

**ACCIDENT INVESTIGATION CHECKLIST**

**APPENDIX B**

**EMPLOYEE SAFETY RECOMMENDATION FORM**

**KENTFIELD SCHOOL DISTRICT**

**EMPLOYEE SAFETY RECOMMENDATION FORM**

LOCATION:

DEPT:

SUPERVISOR:

DATE:

**IDENTIFICATION OF SAFETY OR HEALTH HAZARD**

**SUGGESTION FOR ABATEMENT OF THE SAFETY OR HEALTH HAZARD**

**DO NOT WRITE BELOW THIS LINE**

Date complaint was investigated:

Investigated by:

Action taken:

Date Action was reported to the employee:

Comments:

**APPENDIX C**

**OFFICE SAFETY INSPECTION CHECKLIST**

**KENTFIELD SCHOOL DISTRICT**

**OFFICE SAFETY INSPECTION CHECKLIST**

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Phone: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Department: \_\_\_\_\_

Inspector: \_\_\_\_\_ Job Title: \_\_\_\_\_

**ADMINISTRATION AND TRAINING**

Yes	No	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Does the department have a written Injury & Illness Prevention Plan? Are all departmental safety records maintained in a centralized file for easy access? Is it current?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Have all of the employees attended an IIPP training class? If not, what percentage has received training? _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Does the department have a completed Emergency Action Plan? Percentage completed? _____ Is training being provided to employees on its contents?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Are chemical products used in the office? (Are Material Safety Data Sheets maintained?)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Are the Cal/OSHA Information Poster, Workers' Compensation Bulletin, Annual Accident Summaries (must be posted during February, at a minimum) and Emergency Response Guide flipchart posted? Is the Safety Briefs newsletter being sent to the area?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Are annual workplace inspections being performed? Are records being maintained?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Has there been any employee accidents from this department? Are there Accident Investigation Reports completed for each accident?

**GENERAL SAFETY**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Are all exits, fire alarms, pullboxes, extinguishers, sprinklers, and fire notification devices clearly marked and unobstructed?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Are all aisles/corridors unobstructed to allow unimpeded evacuations?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Is a clearly identified, charged, currently inspected and tagged, wall-mounted fire extinguisher available within 75 feet of all work areas? (No empty wall hooks, charge needles in the red, missing plastic pin tabs or extinguishers on the floor.)

### GENERAL SAFETY (CONTINUED)

Yes	No	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Are ergonomic issues being addressed for administrative personnel using computers?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Is a fully stocked first-aid kit available? Do all employees in the area know its location?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Are all cabinets, shelves, or furniture above 5 feet in height secured to prevent toppling during an earthquake?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Are all books and supplies stored so as not to fall during an earthquake? (Store heavy items low to the floor, shelf lips on shelves above work areas.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Is the office kept clean of trash and other recyclable materials removed promptly?

### ELECTRICAL/MECHANICAL SAFETY

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Are all plugs, cords, electrical panels, and receptacles in good condition (no exposed conductors or broken insulation)?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Are all circuit breaker panels accessible with each breaker appropriately labeled?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Are fused power strips being used in lieu of receptacle adapters? Are additional outlets needed in some areas?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Is lighting adequate throughout the work environment?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Are extension cords being used correctly? (They must not be run through walls, doors, ceilings; not represent a trip hazard running across aisle ways; not to be used as a permanent source of electrical supply--use fused outlet strips or have additional outlets installed; not to be linked together. No "thin" zip cords.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Are portable electric heaters being used? (If so, use fused power strips and locate away from combustible materials.)

### Comments

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**APPENDIX D**

**LABORATORY SAFETY INSPECTION CHECKLIST**

# KENTFIELD SCHOOL DISTRICT

## LABORATORY SAFETY INSPECTION CHECKLIST

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Phone: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Department: \_\_\_\_\_

Inspector: \_\_\_\_\_ Job Title: \_\_\_\_\_

### HEALTH AND SAFETY MANAGEMENT

Yes	No	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Is there a Chemical Hygiene Program present?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Are personnel trained in chemical health/physical hazards and laboratory safety?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Do lab personnel have access to and are familiar with the use of Material Safety Data Sheets (MSDSs)?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Have personnel using biohazards, toxins, and regulated carcinogens been given documented special training?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Are personnel instructed in emergency procedures (exits, location, and use of fire extinguishers, medical)?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Have personnel been instructed on how to respond in the event of a chemical spill?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Are complete training records and documents available for review by the Personnel Office and outside agencies?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Have all hazards identified by the annual survey been abated? (Action records must be retained.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Do laboratory personnel perform semi-annual lab inspections? (PI must retain records.)

### GENERAL SAFETY

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Are rooms and cabinets containing regulated carcinogens, biohazards, and radioactive materials labeled?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Are work areas clean and uncluttered?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Do employees know the location of the first aid kit and is it accessible?

### GENERAL SAFETY (continued)

Yes	No	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Is equipment greater than 5 feet tall seismically secured to prevent tipping during an earthquake?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. Do shelves have lips, wires, or other seismic restraints to prevent items from falling?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. Are food and beverages kept away from work areas and out of laboratory refrigerators or cabinets?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. Are fire extinguishers accessible and charged? (If not, please call Physical Plant Services.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. Are sinks labeled, "Industrial Water – Do Not Drink"?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. Have personnel been instructed on the hazards of wearing contact lenses in the laboratory?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. Are protective gloves available and worn for laboratory procedures where skin absorption/irritation may occur?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. Are safety glasses or other eye protection available and worn in the laboratory?

**COMMENTS**

Biosafety Cabinet: Date last inspected?  
Types of regulated carcinogens  
Types and quantity of compressed gasses  
Gallons of flammable liquids  
Types of personnel protective equipment

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**LABORATORY EQUIPMENT**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. Have chemical fume hoods been tested within the past year?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. Is storage in hoods kept to a minimum and is it placed so it does not impede proper airflow?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. Does fume hood draw air (test with a tissue on hood edge) and is alarm installed and working?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. Is the lab ventilation negative with respect to corridors and offices?

**LABORATORY EQUIPMENT (continued)**

Yes	No	N/A	
-----	----	-----	--

- |   |   |   |   |
|---|---|---|---|
| ☐ | ☐ | ☐ | 25. Are rotating or moveable parts and belts guarded with screens having less than ¼ inch opening?              |
| ☐ | ☐ | ☐ | 26. Are refrigerators and freezers, which are used for storage of flammables, spark proof and properly labeled? |
| ☐ | ☐ | ☐ | 27. Are non-spark proof refrigerators labeled as “Unsafe for Flammable Storage”?                                |
| ☐ | ☐ | ☐ | 28. Are all gas cylinders restrained to prevent tipping or falling?   |
| ☐ | ☐ | ☐ | 29. Are valves of gas cylinders capped when not in use?   |

**HAZARDOUS MATERIALS**

- |   |   |   |  |
|---|---|---|--|
| ☐ | ☐ | ☐ | 30. Are chemicals labeled to identify contents and hazards?  |
| ☐ | ☐ | ☐ | 31. Are regulated carcinogens handled safely to reduce employee exposure?  |
| ☐ | ☐ | ☐ | 32. Are chemicals separated by hazard class and stored to prevent spills (acids, bases, oxidizers, flammables, etc.)?                                |
| ☐ | ☐ | ☐ | 33. Are chemicals inventoried (chemical name, quantity on hand, amount used per year)?   |
| ☐ | ☐ | ☐ | 34. Are chemical wastes properly segregated and stored with Waste Pick-up Tags attached to the containers?   |
| ☐ | ☐ | ☐ | 35. Are all hazardous wastes disposed of and not poured into the sewer system?   |
| ☐ | ☐ | ☐ | 36. Is a plumbed emergency eyewash station available within 100 feet of all areas where chemicals may splash onto an employee’s body?                |
| ☐ | ☐ | ☐ | 37. Is a plumbed emergency eyewash station available within 100 feet of all areas where chemicals may splash or mechanical hazards such as grinding? |
| ☐ | ☐ | ☐ | 38. Are either and other peroxide formers dated?   |
| ☐ | ☐ | ☐ | 39. Are sharps stored in puncture-proof containers and labeled appropriately (infectious waste or hazardous waste)?                                  |

**FIRE AND ELECTRICAL SAFETY**

- |   |   |   |   |
|---|---|---|---|
| ☐ | ☐ | ☐ | 40. Are fire doors unobstructed and readily closeable?  |
| ☐ | ☐ | ☐ | 41. If greater than 10 gallons of flammables are stored, is an approved flammable storage cabinet used? |

**FIRE AND ELECTRICAL SAFETY (continued)**

Yes    No    N/A

- 42. Are flammable liquids stored in less than 1-gallon quantity or kept in less than 2-gallon safety cans?
- 43. Are flammable liquids limited to 60 gallons per fire area?
- 44. Are plugs, cords, and receptacles in good condition (no splices or frayed cords)?
- 45. Is all equipment properly grounded?
- 46. Are extension cords used? (These are not to be used in place of permanent wiring, running through walls, ceilings, doors, etc.)
- 47. Are all electrical boxes, panels, receptacles, and fittings covered to protect against electrical shock?
- 48. Are control switches, circuit breakers, electrical panels, and emergency power cabinets free of obstructions?
- 49. Are circuit breakers labeled to indicate what equipment is served by each?
- 50. Have all outlet adapters been removed? (Install additional outlets or use fused power strips if current demand is within the strip's rating.)

**COMMENTS**

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**APPENDIX E**  
**FACILITY SAFETY INSPECTION CHECKLIST**

**KENTFIELD SCHOOL DISTRICT**

**FACILITY SAFETY INSPECTION CHECKLIST**

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Phone: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Department: \_\_\_\_\_

Inspector: \_\_\_\_\_ Job Title: \_\_\_\_\_

**ADMINISTRATION AND TRAINING**

Yes	No	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Have all employees received General Safety Training (fire, earthquake, VDTs, lifting, emergency evacuation, etc.)?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Are all employees familiar with the use of Material Safety Data Sheet (MSDSs)?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Have all employees been instructed in how to operate the equipment they are required to use?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Have all employees been trained in how to protect themselves from the hazards identified in their work area?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Are all employees current on any specialized training (lockout, confined space, respirators, etc.) needed?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Are all training records up to date for each employee?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Do all employees have access to the Departmental Emergency Action Plan and know their responsibilities?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Is the Cal/OSHA information poster, Workers' Compensation Bulletin and Annual Injury & Illness Summaries posted?

**FIRE SAFETY**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Are all fire exits clearly marked and unobstructed?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Is trash, debris, and oily rags removed from the shop daily? Are metal cans available for storage of oily rags?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. Are all aisles cleared for at least a 44-inch pathway and building exit corridors completely clear for safe egress?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. Are all flammable solvents in excess of 10 1-gallon containers stored in approved flammable storage cabinets?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. Are spray-painting operations, which employ flammable materials, conducted inside spray booths?

## **FIRE SAFETY (continued)**

Yes	No	N/A	
☐	☐	☐	14. Are flammable and combustible materials stored at least 25 feet away from heat or ignition sources?
☐	☐	☐	15. Are flammable gas cylinders are stored at least 25 feet away from oxygen cylinders or ignition sources?
☐	☐	☐	16. Are fire separators intact (no holes in firewalls, no doors to exit corridors propped open, etc.)?
☐	☐	☐	17. Are charged, wall-mounted fire extinguishers (of the appropriate type) available within 75 feet of all workstations?
☐	☐	☐	18. Are employee workstations arranged to be comfortable without unnecessary strain on backs, arms, necks, etc.?
☐	☐	☐	19. Is there an inspection card attached to each fire extinguisher and are monthly inspections properly documented?

## **ELECTRICAL SAFETY**

☐	☐	☐	20. Are all plugs, cords, panels, and receptacles in good condition (no exposed conductors or broken insulation)?
☐	☐	☐	21. Are all circuit breaker panels accessible with labels identifying each switch's function?
☐	☐	☐	22. Are plug adapters banned? (Install additional outlets or properly rated fused power strips in lieu of plug adapters.)
☐	☐	☐	23. Is permanent building wiring installed away from public contact (in conduit, raceways, or walls)?
☐	☐	☐	24. Are Ground Fault Circuit Interrupters available for use in wet areas?
☐	☐	☐	25. Are the wheels on rolling files or other mobile equipment free from binding when rolled?
☐	☐	☐	26. Are extension cords in use? (These are not to be run through walls, ceilings, or doors, and are not safe for permanent equipment. Unplug extension cords daily or replace with fused power strips if current demand is within the strip's rating; otherwise, install additional outlets to reach equipment. Do not link extension cords together.)

## **MECHANICAL SAFETY**

☐	☐	☐	27. Is defective equipment promptly repaired? (If defects pose an imminent danger, then remove out of service.)
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## **MECHANICAL SAFETY (continued)**

Yes	No	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. Are all the machine guards for belts, gears, and points of operation in place and adjusted properly?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. Are machine and tool switches safe (easy access to disengage, stay off if de-energized and re-started)?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. Are gas welding torches equipped with flashback arrestors? Are arc welders properly grounded with safe wiring?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. Are air tanks greater than 1.5 cubic feet (11.22 gal.) capacity inspected as evidenced by a current posted Cal/OSHA permit?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. Are cranes, slings, ropes, hoists, jacks, jack stands, etc., inspected prior to each use and used safely?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33. Are floors maintained clean, spills wiped up promptly, and anti-slip materials used where moisture is prevalent?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34. Are all cabinets, shelves, and equipment greater than 5 feet high secured to prevent injury to custodial personnel?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35. Are cutting blades disposed of in rigid containers to prevent injury to custodial personnel?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36. Are guardrails installed around floor openings and lofts, along catwalks, etc., to prevent employee falls?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37. Are potable water, soap, and towels available for hand washing?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38. Are all plumbing fixtures served by Industrial Water labeled to prohibit drinking?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39. Are forklifts inspected frequently for defects, equipped with proper safety devices and operated safely?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40. Are excessive noise levels adequately controlled?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41. Is an approved first aid kit available and its location known to all employees?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42. Are stacked and shelved items stored to prevent falling during an earthquake? (Advise installing 2 inch shelf lips or other means of restraining items, especially above exits and employee workstations.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43. Are cross-connections between potable water and sewer inlets promptly abated (remove hoses which extend into sinks or down drains), and leaking backflow protection devices promptly repaired?

## HAZARDOUS MATERIALS/PERSONAL PROTECTION

Yes	No	N/A	
☐	☐	☐	44. Are chemicals stored to prevent spills?
☐	☐	☐	45. Are carcinogens handled safely to reduce employee exposure?
☐	☐	☐	46. Are chemicals separated by Hazard Class (acids, bases, oxidizers, flammables, etc.)?
☐	☐	☐	47. Are chemicals inventoried with copies provided to the Personnel Office?
☐	☐	☐	48. Are chemical wastes properly segregated and stored with Waste Pickup Tags attached to the containers?
☐	☐	☐	49. Are all hazardous wastes disposed of and not poured into the sewer system?
☐	☐	☐	50. Is a plumbed emergency shower available within 100 feet of all areas where chemicals may splash onto an employee's body?
☐	☐	☐	51. Are gloves suitable for the hazard warranting protection (chemicals, heat, friction, etc.) available?
☐	☐	☐	52. Is eye protection suitable for the hazard warranting protection (welding, chemicals, particulates, etc.) available?
☐	☐	☐	53. Is a plumbed emergency eyewash station available within 100 feet of all chemical splash or mechanical hazards such as grinding operations?
☐	☐	☐	54. Is hearing protection suitable for the hazards warranting protection available?
☐	☐	☐	55. Are safety shoes available for those employees subject to falling objects and other foot impact hazards?
☐	☐	☐	56. Are hard hats available for employees subject to falling objects, low overhead obstructions, etc.?
☐	☐	☐	57. Are aprons or other suitable clothing available for employees subject to chemicals, oil, grease, etc.?
☐	☐	☐	58. Are lockout locks and tags available for employees who work on equipment served by hazardous energy sources?

### COMMENTS

**APPENDIX F**  
**COVID-19 ADDENDUM**

# KENTFIELD SCHOOL DISTRICT INJURY AND ILLNESS PREVENTION PROGRAM COVID-19 ADDENDUM

## **Purpose**

California employers are required to establish and implement an Injury and Illness Prevention Program (IIPP) to protect employees from all worksite hazards, including infectious diseases.

Cal/OSHA's regulations require protection for workers exposed to airborne infectious diseases such as the 2019 novel coronavirus disease (COVID-19). This interim guidance provides employers and workers with information for preventing exposure to the coronavirus (SARS-CoV-2), the virus that causes COVID-19. Employers and employees should review their own health and safety procedures as well as the recommendations and standards detailed below to ensure workers are protected.

It is the policy of the Kentfield School District to ensure a safe and healthy environment for employees, staff, and students. Communicable and infectious diseases such as COVID-19 are minimized by providing prevention, education, identification through examination, surveillance, immunization, treatment and follow-up, isolation, and reporting.

Due to the widespread of COVID-19 in the community, Kentfield School District has implemented the following infection control measures, including applicable and relevant recommendations from the Centers for Disease Control and Prevention (CDC) and our state and local guidelines.

## **Introduction**

### **What is COVID-19?**

On February 11, 2020, the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak first identified in Wuhan, China. The new name of this disease is Coronavirus Disease 2019, abbreviated as COVID-19. In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease. Formerly, this disease was referred to as "2019 novel coronavirus" or "2019-nCoV". There are many types of human coronaviruses including some that commonly cause mild upper-respiratory tract illnesses. COVID-19 is a new disease caused by a new coronavirus that has not previously been seen in humans. There is currently no vaccine to prevent COVID-19.

## **What are the Symptoms of COVID-19?**

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell

## **Procedures to Help Prevent the Spread of COVID-19**

### **Protect Yourself**

Older adults and people who have severe underlying medical conditions like heart or lung disease or diabetes seem to be at higher risk for developing serious complications from COVID-19 illness.

### **How Does It Spread?**

The best way to prevent illness is to avoid being exposed to this virus.

- The virus is thought to spread mainly from person-to-person.
- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes, or talks.
- Through respiratory droplets that can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

Germs can spread from other people or surfaces when:

- Touching eyes, nose, and mouth with unwashed hands.
- Prepare or eat food and drinks with unwashed hands.
- Touch a contaminated surface or objects.
- Blowing nose, coughing, or sneezing into hands and then touching other people's hands or common objects.

## **Hand Hygiene**

To prevent the spread of respiratory infections from one person to the next, frequent hand washing is recommended.

Hand hygiene procedures include the use of alcohol-based hand rubs and hand washing with soap and water. Washing hands with soap and water is one of the most effective ways to prevent the spread of germs. If soap and water are not readily available, use an alcohol-based hand sanitizer (containing at least 60% ethanol alcohol).

Properly hand wash with soap and water by:

- Wet hands first with water.
- Apply soap to hands.
- Rub hands vigorously for at least 20 seconds, covering all surfaces of hands and fingers.
- Rinse hands with water and dry thoroughly with paper towel.
- Use paper towel to turn off water faucet.

Alcohol-based hand rub is an ideal method for decontaminating hands, except when hands are visibly soiled (e.g., dirt, blood, body fluids), and may not remove harmful chemicals from hands like pesticides and heavy metals, in which case soap and water should be used. Hand hygiene stations should be strategically placed to ensure easy access.

Using Alcohol-based Hand Rub (follow manufacturer's directions):

- Dispense the recommended volume of product.
- Apply product to the palm of one hand, and
- Rub hands together, covering all surfaces of hands and fingers until they are dry (no rinsing is required). This should take around 20 seconds.

Hand washing facilities will be maintained to provide adequate supply of hand washing soap and paper towels.

## **Coughing and Sneezing Etiquette**

Covering coughs and sneezes and keeping hands clean can help prevent the spread of serious respiratory illnesses.

To help stop the spread of germs:

- Cover mouth and nose with a tissue when coughing or sneezing.
- Throw used tissues in the trash.
- If a tissue is not available, cough or sneeze into the elbow – not in hands.
- Immediately wash hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean hands with a hand sanitizer that contains at least 60% ethanol alcohol.

## **Avoid Close Contact – Distancing**

Physical distancing is an effective method that can help stop or slow the spread of an infectious disease by limiting the contact between people. For COVID-19, the recommended distance is at least 6 feet. To help prevent the spread of respiratory disease, employees should avoid close contact with people outside their household or those who are sick within their household.

Each site will have a plan in place to ensure social distancing at their location. The plan will include, but is not limited to the following:

- Implementing flexible work hours by rotating or staggering shifts to limit the number of employees on site at the same time.
- Increasing physical space between employees by modifying the workspace.
- Avoiding shared workspaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible. If they must be shared, following the Cleaning and Disinfecting the Building and Facility Guidelines to clean and disinfect shared workspaces and work items before and after use.
- Increasing physical space between employees and public by offering drive-through service or physical barriers such as partitions.
- Using signs, tape marks, or other visual cues on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
- Close or limit access to common areas where employees are likely to congregate and interact.
- Delivering services and holding meetings remotely by phone, video, or Internet.
- Limiting any unnecessary travel with passenger(s) from one site to another in work vehicles and personal employee vehicles.
- Eliminating all non-essential and non-related services, such as entertainment activities.
- Using videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, holding meetings in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear cloth face coverings.

Employees will also be asked to practice social distancing outdoors including, but not limited to the following:

- When working in sports fields, playgrounds, assembly areas, and/or other outdoor areas.
- Before starting the work shift.
- After the work shift.
- Coming and going from vehicles.
- Entering, working, and exiting physical buildings or other structures.
- During breaks and lunch periods.

## **Cloth Face Coverings**

Unless otherwise directed by your supervisor, all employees should cover their mouth and nose with a cloth face cover when around others and follow any state, county, or local mandates/ guidelines.

- You could spread COVID-19 to others even if you do not feel sick.
- Everyone should wear a [cloth face cover](#).
  - Cloth face coverings should not be placed on anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.
- The cloth face cover is meant to protect other people in case you are infected.
- Do NOT use a face mask meant for a healthcare worker.

Continue to keep at least 6 feet between yourself and others. The cloth face cover is not considered personal protective equipment. It is not a substitute for social distancing but when used in conjunction, it may help prevent infected persons without symptoms from unknowingly spreading the disease.

## **If an Employee is Sick**

Employees will be asked to monitor their health each day and are asked to notify their supervisor before their scheduled shift and prior to arriving at the site, if they have been exposed to someone with COVID-19 or they have a temperature of 100.4 or more, tiredness, chills, shortness of breath, difficulty breathing, nausea, vomiting, diarrhea, sore throat, loss of taste or smell, cough, or muscle pain.

If an employee is not feeling well and is exhibiting symptoms that may be attributed to COVID-19, such as acute respiratory symptoms or a fever, Kentfield School District will:

- Immediately send employees with acute respiratory illness symptoms home or to medical care as soon as possible.
- Actively encourage sick employees to stay home.
- If an employee goes home because they are sick, follow the cleaning and disinfecting the building and facility guidelines to disinfect the area/room/office where the person worked, the tools and equipment they used prior to use by others.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.
- Ensure employees who are out sick with fever or acute respiratory symptoms do not return to work until both of the following occur:
  - At least 3 full days pass with no fever (without the use of fever-reducing medications) and improvement in respiratory symptoms.
  - At least 10 full days pass since symptoms first appeared.
- Ensure employees who return to work following an illness promptly report any recurrence of symptoms.

## **Personal Protective Equipment**

While engineering and administrative controls are considered more effective in minimizing exposure to COVID-19, PPE may also be needed to prevent certain exposures. While correctly using PPE can help prevent some exposures, it should not take the place of other prevention strategies. Examples of PPE include: gloves, goggles, face shields, face masks, and respiratory protection, when appropriate. During an outbreak of an infectious disease, such as COVID-19, recommendations for PPE specific to occupations or job tasks may change depending on geographic location, updated risk assessments for workers, and information on PPE effectiveness in preventing the spread of COVID-19.

The District will conduct a hazard assessment to determine if hazards are present in the workplace that necessitate the use of PPE. If the District identifies COVID-19 as a workplace hazard, it will select and provide exposed employees with properly fitting PPE that will effectively protect employees. The District will stress hand hygiene before and after handling all PPE.

## **Washing Facilities**

Notify your supervisor if any washing facilities do not have an adequate supply of suitable cleansing agents, water, and single-use towels or blowers.

## **Cleaning and Disinfecting**

Kentfield School District will establish routine schedules to clean and disinfect common surfaces and objects in the workplace. This includes, but is not limited to, classroom technology devices, containers, counters, tables, desks, chairs, benches, door handles, knobs, drinking fountains, refrigerators, vending machines, portable restroom and bathroom surfaces, automobiles and buses – inside and out, and trash cans.

The process of disinfecting includes providing disinfecting products that are EPA approved for use against the virus that causes COVID-19 and following the manufacturer's instructions for all cleaning and disinfection products (e.g., safety requirements, PPE, concentration, contact time).

Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects. Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection.

Disinfectants kill germs on surfaces after cleaning, that can further lower the risk of spreading infection. Employees will need to follow the District's approved disinfecting products and procedures when using disinfectants. Disinfecting procedures include:

- Some surfaces only need to be cleaned with soap and water. For example, surfaces and objects that are not frequently touched should be cleaned and do not require additional disinfection.
- Clean and disinfect frequently touched surfaces daily and shared workspaces and work items before and after use.
- Store and use disinfectants in a responsible and appropriate manner according to the label.
- Keep all disinfectants out of the reach of children. Disinfectants should typically not be applied on items used by children, especially any items that children might put in their mouths. Many disinfectants are toxic when swallowed.
- Do not overuse or stockpile disinfectants or other supplies.

- Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.
- Areas unoccupied for 7 or more days need only routine cleaning.
- Outdoor areas generally require normal routine cleaning and do not require disinfection.

## **Electronics**

For electronics, such as tablets, touch screens, keyboards, remote controls, and ATM machines:

- Consider putting a wipeable cover on electronics.
- Follow manufacturer's instructions for cleaning and disinfecting.
- If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

## **Cleaning and Disinfecting Building or Facility if Someone is Sick:**

- Close off areas used by the sick person.
- Open outside doors and windows to increase air circulation in the area.
  - Wait 24 hours before you clean or disinfect.
  - If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the sick person, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, and remote controls.
- Always wash immediately after removing gloves and after contact with a sick person.
- If more than 7 days since the sick person visited or used the facility, additional cleaning and disinfection is not necessary.
- Continue routine cleaning and disinfection

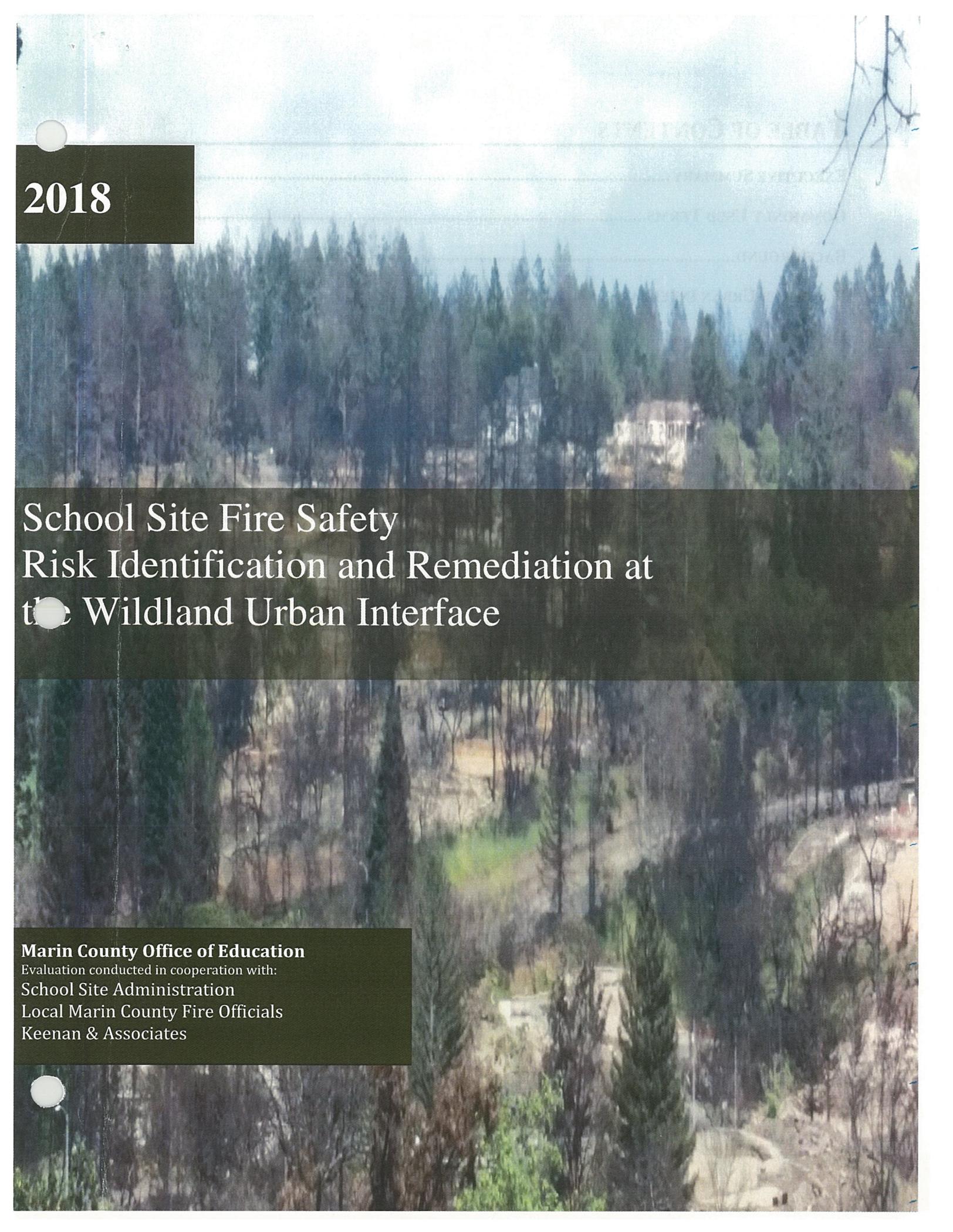
## **Employee Training**

Kentfield School District will provide regular training for employees on the following topics:

- What is COVID-19 and how is it spread.
- Signs and symptoms of COVID-19.
- When to seek medical attention if not feeling well.
- Prevention of the spread of COVID-19 if you are sick.
- Physical and social distancing guidelines.
- Importance of washing hands with soap and water or use of hand sanitizer if soap and water are not readily available.
- Reminders and methods to avoid touching eyes, nose, and mouth.
- Coughing and sneezing etiquette.
- Safely using cleansers and disinfectants.

## **Compliance**

This addendum will be reviewed regularly and according to federal, state, and local requirements. These guidelines and written addendum are subject to change as information is received and the situation evolves.



2018

# School Site Fire Safety Risk Identification and Remediation at the Wildland Urban Interface

**Marin County Office of Education**

Evaluation conducted in cooperation with:

School Site Administration

Local Marin County Fire Officials

Keenan & Associates

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## EXECUTIVE SUMMARY

Marin County is home to 23 communities on CAL Fire's Communities at Risk List and three communities (Larkspur, Mill Valley, and Novato) that have been recommended as Very High Fire Hazard Severity Zones<sup>1</sup>. The schools that support these communities share in this heightened risk of wildland fires.

The Northern California Wildfires experienced in late 2017 have resulted in an increased focus on how school sites can reduce the risk of loss of life and property as a result of wildfires through lessons learned during this catastrophic fire event.

Marin County Office of Education, in collaboration with local Fire District representatives and independent insurance broker Keenan & Associates, has conducted on-site evaluations of physical conditions in an effort to identify hazards and reduce risks.

The School Site Fire Safety, Risk Identification and Remediation at the Wildland Urban Interface (WUI) report was developed to assist district and local school site administrators in Marin County to reduce the risk for catastrophic loss of life and property in the event of wildland fires, through the implementation of fire risk reduction best practices. Federal, State and County sponsored agencies conduct ongoing assessments of risk, based on accepted scientific methodologies. The goal of this report is to gather the most common applicable best practices into a single document to assist in hazard mitigation.

Best practices in site fire risk reduction described on the following pages was sourced from the following:

- CalFire - <http://www.fire.ca.gov/>
- FIRESafe Marin - <http://www.firesafemarin.org/>
- California Polytechnic State University - <http://selectree.calpoly.edu/search-trees-by-characteristics/>
- CDF Fire and Resource Assessment Program (FRAP) - <http://frap.fire.ca.gov/projects/wui/index>
- Keenan & Associates - <https://www.keenan.com/>

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<sup>1</sup> [http://osfm.fire.ca.gov/fireplan/fireplanning\\_communities\\_at\\_risk?filter\\_field=county\\_name&filter\\_text=marin](http://osfm.fire.ca.gov/fireplan/fireplanning_communities_at_risk?filter_field=county_name&filter_text=marin)  
[http://www.fire.ca.gov/fire\\_prevention/fire\\_prevention\\_wildland\\_zones\\_maps\\_citylist](http://www.fire.ca.gov/fire_prevention/fire_prevention_wildland_zones_maps_citylist)

## COMMONLY USED TERMS

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**Building** – Any structure used or intended for supporting or sheltering any use or occupancy (NFPA, NFPA 1144, 2002, p. 4).

**Building Hardening** – The act of selecting and replacing building materials that have a greater tendency for ignition with those of a lesser potential, as well as identifying and modifying structural conditions that allow exposure routes for ignition.

**Combustible** – Any material that, in the form in which it is used and under the conditions anticipated, will ignite and burn or will add appreciable heat to an ambient fire (NFPA, NFPA 1144, 2002, p. 5).

**Defensible Space** – An area as defined by the Authority Having Jurisdiction (typically a width of 30 feet or more) between an improved property and a potential wildland fire where combustible materials and vegetation have been removed or modified to reduce the potential for fire on improved property spreading to wildland fuels or to provide a safe working area for fire fighters protecting life and improved property from wildland fire (NFPA, NFPA 1144, 2002, p. 5), or as defined by PRC 4291.

**Evacuation/Escape Route** – A route (foot or vehicular) away from a dangerous area.

**Embers** – a glowing fragment from a fire, especially smoldering in ashes (<https://www.merriam-webster.com/dictionary/ember>).

**Fire Lane** – A means of access or other passageway designated and identified to provide access for emergency apparatus where parking is not allowed (NFPA, NFPA 1141, 1998, p. 4).

**Fire Threat<sup>2</sup>** – The combination of two factors: 1) fire frequency, or the likelihood of a given area burning, and 2) potential fire behavior (hazard). Components include surface fuels, topography, fire history, and weather conditions.

**Fuel Models<sup>2</sup>** – Description of the types of vegetative combustible material:

- Light Fuels – grasses, forbs
- Medium Fuels – short light brush and small trees
- Heavy Fuels – tall dense brush, timber and hardwoods
- Slash Fuels – logs, chunks, bark, branches, stumps, and broken understory trees and brush.

**Intermix** – An area where improved property and wildland fuels meet with no clearly defined boundary (NFPA, NFPA 1144, 2002, p. 5).

**Ground Fuels<sup>2</sup>** – All combustible materials such as grass, duff, loose surface litter, tree or shrub roots, rotting wood, leaves, peat or sawdust that typically support combustion.

**Ladder Fuels**<sup>2</sup> – Fuels that provide vertical continuity allowing fire to carry from surface fuels in the crowns of trees or shrubs with relative ease (FIREWISE Communities, 2009).

**National Fire Protection Association (NFPA)**<sup>2</sup> – An international nonprofit organization, established in 1896, to reduce the worldwide burden of fire and other hazards on the quality of life by providing and advocating consensus codes and standards, research, training, and education.

**Slope** – The variation of terrain from the horizontal; the number of feet rise or fall per 100 feet measured horizontally, expressed as a percentage. Upward or downward incline or slant (NFPA, NFPA 1144, 2002, p. 5).

**Wildland-Urban Interface (WUI)**<sup>2</sup> – Commonly described as the zone where structures and other human development meet and intermingle with undeveloped wildland or vegetative fuels. In the absence of a CWPP, Section 101 (16) of the HFRA defines WUI as “ (I) an area extending 1/2 mile from the boundary of an at-risk community; (II) an area within 1 1/2 miles of the boundary of an at-risk community, including any land that (1) has a sustained steep slope that creates the potential for wildfire behavior endangering the at-risk community; (2) has a geographic feature that aids in creating an effective fire break, such as a road or ridge top; or (3) is in condition class 3, as documented by the Secretary in the project-specific environmental analysis; (III) an area that is adjacent to an evacuation route for an at-risk community that the Secretary determines, in cooperation with the at-risk community, requires hazardous fuels reduction to provide safer evacuation from the at-risk community.” A CWPP offers the opportunity to establish a localized definition and boundary for the wildland-urban interface (Source: Preparing a Community Wildfire Protection Plan. March, 2004).



<sup>2</sup> 2017 Marin County Unit Strategic Fire Plan & Community Wildfire Protection Plan (CWPP), Section 2.4;  
<http://cdfdata.fire.ca.gov/pub/fireplan/fpupload/fpppdf1587.pdf>

## BACKGROUND

The 2017 Marin County Unit Strategic Fire Plan & Community Wildfire Protection Plan (CWPP) noted the following<sup>2</sup>:

*In the time before the county was settled, fire was a natural part of the ecosystem. Much of the vegetation in what is now the wildlands of Marin County depended on fire to renew itself by removing old, dead fuel in order to make room for healthy new vegetation and promote the growth of native plant species. Once the land was settled, businessmen, landowners, and homeowners had an interest in protecting the natural assets of Marin County and their own investments. Uncontrolled fires had already burned large tracts in the past and valuable lumber, structures, and field crops had been destroyed. A series of fires that occurred in the late 1800s prompted the organization of the first fire departments in Marin County around the turn of the century.*

*Since then, national fire suppression policies and practices (among other factors) have contributed to the continuous growth (and overgrowth) of vegetation resulting in dangerous fuel density, or fuel loads. Combined with this fuel accumulation, the public have been building homes closer and closer to wildlands, which is creating the WUI fire issues that are now present in many parts of Marin County and the country.<sup>3</sup>*



Preventative measures can be taken to reduce the potential of loss of life and property due to wildland fires.

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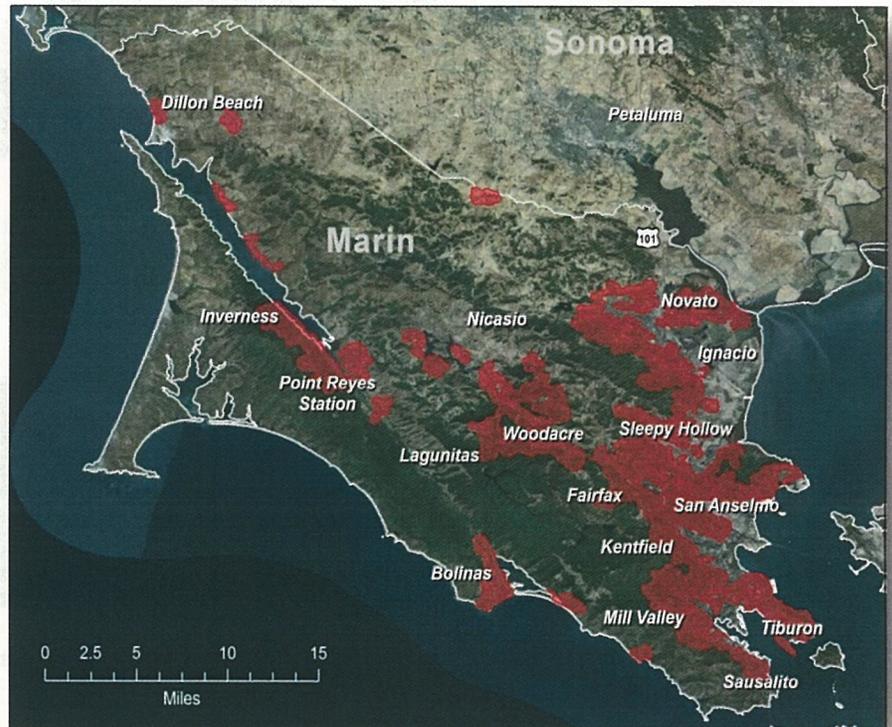
<sup>3</sup> Fire Hazard Severity Map; [http://frap.fire.ca.gov/webdata/maps/statewide/fhszs\\_map.jpg](http://frap.fire.ca.gov/webdata/maps/statewide/fhszs_map.jpg)

## WILDLAND URBAN INTERFACE

The 2017 Marin County Unit Strategic Fire Plan & Community Wildfire Protection Plan (CWPP) states:<sup>4</sup>

*Approximately 60,000 acres—18% of the county's land area—falls within the wildland urban interface (WUI) where residences (i.e., homes and structures) are intermixed with open space and wildland vegetation. A recent assessment by the Marin County Fire Department (MCFD) revealed that there are approximately 69,000 living units valued at \$59 billion within the WUI (Marin County Fire Department, 2015). Because of the mix and density of structure and natural fuels combined with limited access and egress routes, fire management becomes more complex in WUI environments. In Marin County specifically, many of the access roads within the WUI are narrow and winding and are often on hillsides with overgrown vegetation, making it even more difficult and costly to reduce fire hazards, fight wildfires, and protect homes and lives in these areas.*

Map of Marin County and the wildland urban interface boundaries (red).

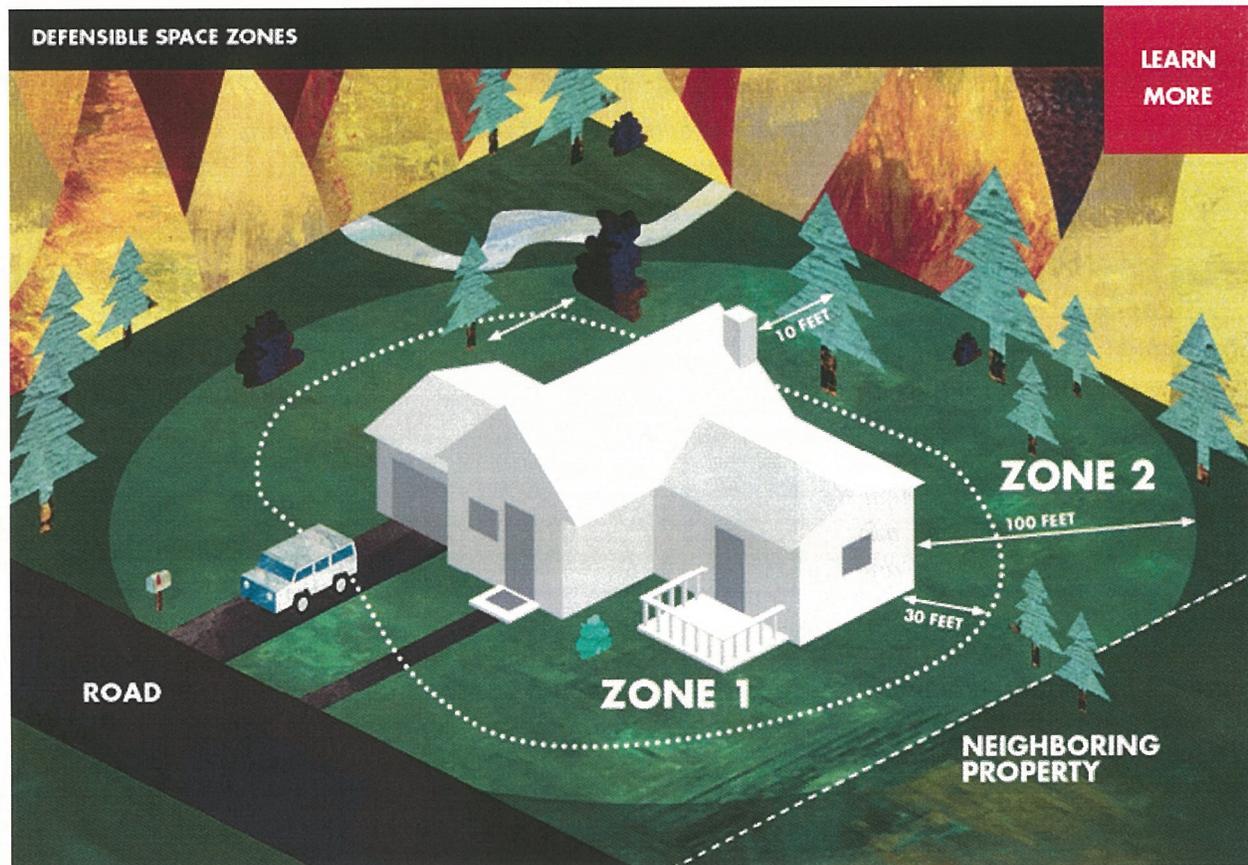


Most modern structures, due to local ordinance and improvements in building materials, have substituted highly flammable building materials for those of a less flammable nature. Those of older construction, those that have out buildings that do not match the composition of the main structures, and those with a greater amount of ground/ladder fuels in close proximity have an increased risk of ignition in a fire.

Even structures that are hardened against ignition, still have the potential of experiencing fire damage depending on the environmental conditions. The adoption of a defensible space in conjunction with building hardening can significantly reduce these risks.

<sup>4</sup> 2017 Marin County Unit Strategic Fire Plan & Community Wildfire Protection Plan (CWPP), Section 1.0; <http://cdfdata.fire.ca.gov/pub/fireplan/fpupload/fpppdf1587.pdf>

## DEFENSIBLE SPACE



Embers and firebrands can create spot fires and ignite a structure well in advance of the wildfire. Buildings ignite during wildfires as a result of one or more of the three basic wildfire exposures, which include<sup>5</sup>:

1. Embers / Firebrands
2. Radiant Heat
3. Direct Flame Contact

In an effort to reduce the level of radiant heat, minimize the potential for direct flame contact, and prevent the buildup of embers the following best practices are recommended by Cal Fire<sup>6</sup>:

<sup>5</sup> <http://www.firesafemarin.org/how-homes-ignite>

<sup>6</sup> <http://www.readyforwildfire.org/Defensible-Space/>

## Zone 1

Zone 1 extends 30 feet\* out from buildings, structures, decks, etc.

- Remove all dead plants, grass and weeds (vegetation).
- Remove dead or dry leaves and pine needles from your yard, roof and rain gutters.
- Trim trees regularly to keep branches a minimum of 10 feet from other trees.
- Remove branches that hang over your roof and keep dead branches 10 feet away from your chimney.
- Relocate wood piles into Zone 2.
- Remove or prune flammable plants and shrubs near windows.
- Remove vegetation and items that could catch fire from around and under decks.
- Create a separation between trees, shrubs and items that could catch fire, such as patio furniture, wood piles, swing sets, etc.

## Zone 2

Zone 2 extends 100 feet out from buildings, structures, decks, etc.

- Cut or mow annual grass down to a maximum height of 4 inches.
- Create horizontal spacing between shrubs and trees. (See diagram)
- Create vertical spacing between grass, shrubs and trees. (See diagram)
- Remove fallen leaves, needles, twigs, bark, cones, and small branches. However, they may be permitted to a depth of 3 inches.

Your local fire authority may have different requirements, and in some cases, may have requirements that are more stringent. Check with your local fire department for any additional defensible space or weed abatement ordinances.

## DEFENSIBLE SPACE – VEGETATION MANAGEMENT<sup>78</sup>

### Plant and Tree Spacing

The spacing between grass, shrubs, and trees is crucial to reduce the spread of wildfires. The spacing needed is determined by the type and size of brush and trees, as well as the slope of the land. For example, a property on a steep slope with larger vegetation requires greater spacing between trees and shrubs than a level property that has small, sparse vegetation.

### Vertical Spacing

Remove all tree branches at least 6 feet from the ground.

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<sup>7</sup> <http://www.readyforwildfire.org/Defensible-Space/>

<sup>8</sup> <http://www.firesafemarin.org/plants/fire-resistant/table>

Allow extra vertical space between shrubs and trees. Lack of vertical space can allow a fire to move from the ground to the brush to the treetops, like a ladder. To determine the proper vertical spacing between shrubs and the lowest branches of trees, use the formula below.

*Example:* A five-foot shrub is growing near a tree.  $3 \times 5 = 15$  feet of clearance is needed between the top of the shrub and the lowest tree branch.

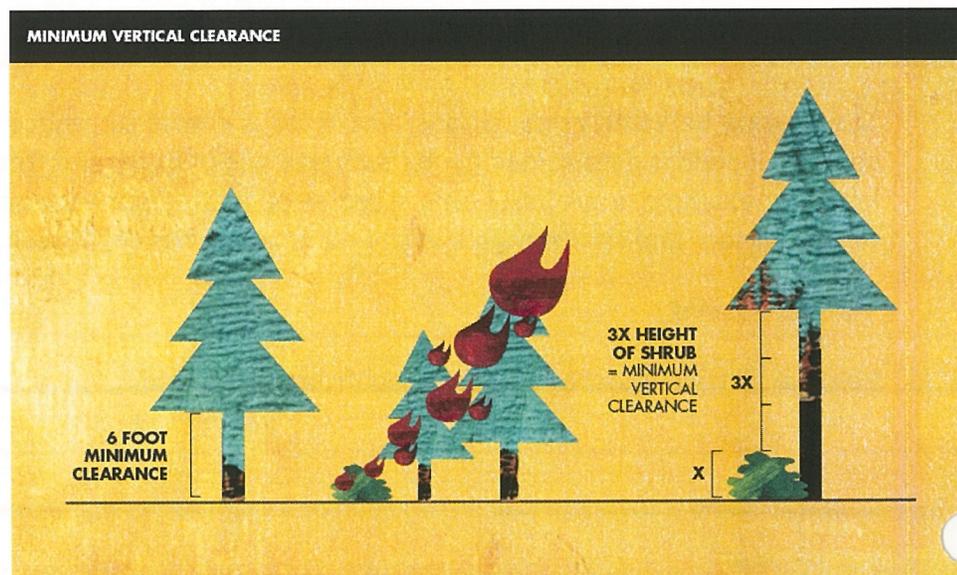
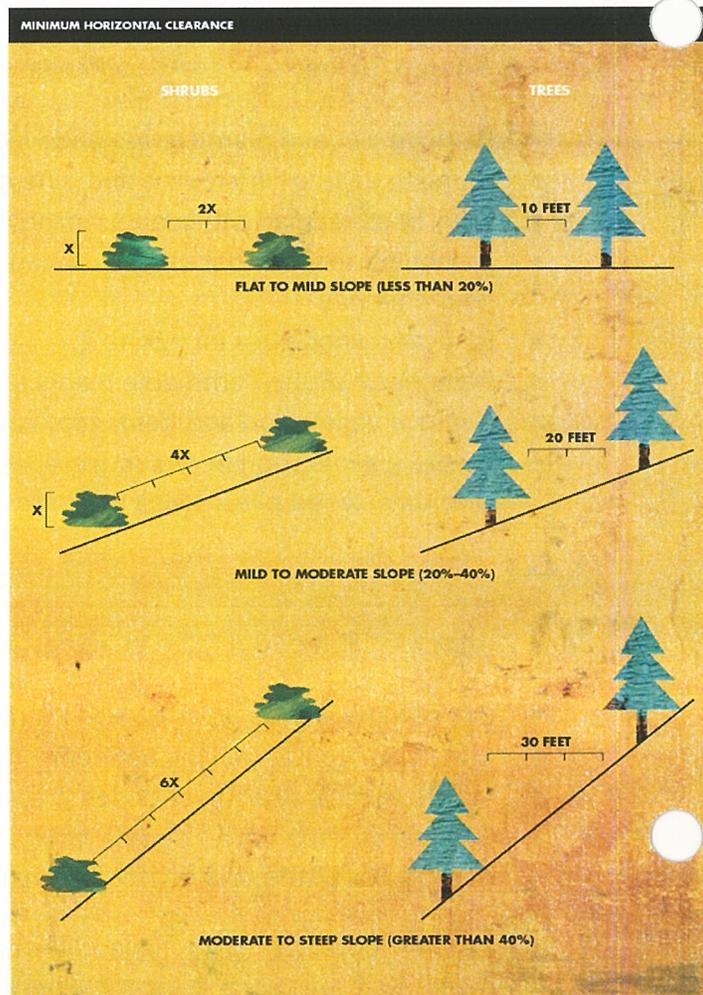
### Horizontal Spacing

Horizontal spacing depends on the slope of the land and the height of the shrubs or trees. Check the chart below to determine spacing distance.

### Fire Resistant Landscaping

Fire resistant landscaping should not be viewed as fireproof landscaping. Under the correct conditions, all vegetation will burn. The following are some recommended species that are native to Marin County and maintain high moisture content.

Additional information on species may be found at California Polytechnic State University <http://selectree.calpoly.edu/search-trees-by-characteristics/>



Common Name	Lifeform	Recommendation	Native
<u>Achillea millefolium</u>	Yarrow	Perennial	Preferred
<u>Aquilegia formosa</u>	Western Columbine	Perennial	Preferred
<u>Asarum caudatum</u>	Wild Ginger	Perennial	Preferred
<u>Berberis [Mahonia] aquifolium var. repens</u>	Creeping Mahonia	Shrub	Preferred
<u>Bergenia spp.</u>	Bergenia	Perennial	Preferred
<u>Cercocarpus betuloides</u>	Mountain Ironwood	Tree	Preferred
<u>Citrus species</u>	Citrus	Tree	Preferred
<u>Coleonema aka "Diosma"</u>	Breath of Heaven	Shrub	Preferred
<u>Dietes bicolor</u>	African Iris	Perennial	Preferred
<u>Eriogonum spp.</u>	Wild Buckwheat	Perennial	Preferred
<u>Eriophyllum stachaedifolium</u>	Lizardtail	Perennial	Preferred
<u>Erysimum capitatum</u>	Foothill Wallflower	Perennial	Preferred
<u>Erysimum linifolium</u>	Wallflower	Perennial	Preferred
<u>Escallonia spp.</u>	Escallonia	Shrub	Preferred
<u>Eschscholzia spp.</u>	California Poppy	Perennial	Preferred
<u>Fagus spp.</u>	Beech	Tree	Preferred
<u>Hemerocallis hybrids</u>	Daylily	Perennial	Preferred
<u>Iris douglasiana</u>	Douglas Iris	Perennial	Preferred
<u>Iris macrosiphon</u>	Ground Iris	Perennial	Preferred
<u>Iris spp.</u>	Iris	Perennial	Preferred
<u>Lupinus spp.</u>	Lupine	Perennial	Preferred
<u>Nolina spp.</u>	Nolina (related to Yucca)	Shrub	Preferred
<u>Pistacia chinensis</u>	Chinese Pistache	Tree	Preferred
<u>Portulacaria afra "Variegata"</u>	Elephant's Foot	Perennial	Preferred
<u>Rhapiolepis spp.</u>	India Hawthorn	Shrub	Preferred
<u>Simmondsia chinensis</u>	Joboba	Shrub	Preferred
<u>Sisyrinchium californicum</u>	Yellow-eyed Grass	Perennial	Preferred
<u>Sisyrinchium spp.</u>	Blue-Eyed Grasses	Perennial	Preferred
<u>Stachys byzantina</u>	Lamb's Ears	Perennial	Preferred
<u>Symphoricarpos mollis</u>	Creeping Snowberry	Vine	Preferred
<u>Tecomaria capensis</u>	Cape Honeysuckle	Vine	Preferred
<u>Toxicoscordion [Zigadenus] fremontii</u>	Star Lily	Perennial	Preferred
<u>Trachelospermum jasminoides</u>	Star Jasmine	Shrub	Preferred
<u>Tulbaghia violacea</u>	Society Garlic	Perennial	Preferred

### DEFENSIBLE SPACE – VEGETATION MANAGEMENT BEST PRACTICES

- Grass Cutting - Only before 10:00 AM during hotter months.
- Consider alternative animal vegetation management (i.e. sheep, goats, etc.)
- Coordinate with local utilities for tree management near power and phone lines.
- Contact your local fire agency regarding programs to reduce brush and grasses.

## BUILDING HARDENING

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Some things you can do to harden your home:

**Roof:** Your roof is the most vulnerable part of your structure. Structures with wood or shingle roofs are at high risk of being destroyed during a wildfire.

- Build your roof or re-roof with materials such as composition, metal or tile.
- Block any spaces to prevent embers from entering and starting a fire.

**Vents:** Vents create openings for flying embers.

- Cover all vent openings with 1/8-inch to 1/4-inch metal mesh. Do not use fiberglass or plastic mesh because they can melt and burn.
- Protect vents in eaves or cornices with baffles to block embers. (Mesh is not enough.)

**Eaves and Soffits:** Eaves and soffits should be protected with ignition resistant or non-combustible materials.

**Windows:** Heat from a wildfire can cause windows to break even before the structure ignites. This allows burning embers to enter and start fires inside. Single-paned and large windows are particularly at risk.

- Install dual-paned windows with one pane of tempered glass.
- Consider limiting the size and number of windows that face large areas of vegetation.

**Decks:** Surfaces within 10 feet of the building should be built with ignition-resistant, non-combustible, or other approved materials.

- Remove all combustible items from underneath your deck.

**Exterior Walls:** Wood products such as boards, panels or shingles are common siding materials. However, they are combustible and not good choices for fire-prone areas.

- Build or remodel your walls with ignition-resistant building materials such as stucco, fiber or cement siding, fire-retardant-treated wood, or other approved materials.
- Be sure to extend materials from the foundation to the roof.

**Rain Gutters:** Screen or enclose rain gutters to prevent accumulation of plant debris.

**Patio Cover:** Use the same ignition-resistant materials for patio covers as a roof.

**Fences:** Consider using ignition-resistant or noncombustible fence materials to protect your home during a wildfire.

## EVACUATION PLANNING

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Although each school has a site-specific fire evacuation plan in place and conducts regular drills, wildfires bring some unique challenges to the traditional emergency response. The following are a few issues to consider during the planning phase.

### TRANSPORTATION

**Can District buses and/or vans reach the site in the event of an evacuation due to road closures?**

- Conduct a review of routes into/out of the area in advance and routes identified (it may be helpful to keep several copies of maps with the routes marked for distribution during the evacuation).

**For Districts that contract transportation services, are unscheduled student pickups available and what is the response time?**

- A review of current transportation contracts, where applicable, may be necessary to identify gaps in unscheduled pickups/drop off services.
- Is there the opportunity to collaborate with neighboring Districts to provide transportation services (a Memo of Understanding may help with defining scope of service, cost sharing/billing, etc.)?

**In the event of an immediate need to evacuate students, will teachers and/or staff be designated to transport students?**

- A copy of driver information should be obtained in advance in accordance with District policy.

**How will buses/vans responding to an unscheduled move of students address students with special needs?**

- A review of current transportation contracts, where applicable, may be necessary to identify gaps in services.

**RELEASE POINTS**

**How will an accurate accounting of students be conducted off-site?**

- Attendance information (as a hard copy) should be available in the event of an emergency and taken to the designated evacuation area/site.

**Has a secure evacuation point been identified?**

- General evacuation areas/centers may not support the influx of parents picking up students and/or provide an area segregated from the general population. An agreement with a neighboring District to provide an assembly area (i.e. gym, MPR, etc.) may be beneficial.

## ACKNOWLEDGEMENTS

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The School Site Fire Safety, Risk Identification and Remediation at the Wildland Urban Interface (WUI) report, was developed to assist district and local school site administrators in Marin County reduce the risk for catastrophic loss of life and property in the event of wildland fires through the implementation of fire risk reduction best practices. The goal of this report is to gather the most common applicable best practices in a single document to assist in hazard mitigation. Additional information is available on the web sites noted in the Executive Summary.

Local fire department representatives provided invaluable advice and insight during reviews of Marin County Office of Education school sites. I would like to thank the participants that helped make this document possible:

Fire Chief Jason Weber – Marin County Fire Department  
Chief Mark Pomi – Kentfield Fire Department  
Chief Tom Roach – Marinwood Fire Department  
Capt. David Glenn – Kentfield Fire Department  
Capt. Aaron Jarvis – Hicks Valley Fire Department  
Patrick Bignardi – San Rafael Fire Department  
Melissa Fields – San Rafael Fire Department  
Marshall Nau – San Rafael Fire Department  
Lynne Osgood – Novato Fire Department

# WILDFIRE PREVENTION SAFETY CHECKLIST

## Wildfire Prevention Safety Checklist\*

Yes	No	N/A	
			Are all dead plants, grass and weeds removed from within 30 feet of structures?
			Are roofs and gutters free from leaves and pine needles?
			Have branches that overhang roofs been trimmed back?
			Have flammable plants/shrubs near windows been pruned or removed?
			Has combustible mulch within 3 feet of the structure been removed?
			<b>Exterior (30 - 100 Feet)</b>
			Is grass maintained at or below 4 inches in height?
			Has recommended horizontal spacing between shrubs and trees been maintained?
			Has vertical spacing between grass, trees, and shrubs been maintained?
			Are fire lanes marked and unobstructed at all time?
			Is clear space maintained all around fire hydrants?
			<b>Other</b>

\*The items noted above are not an exhaustive list of the risks/hazards that may be present and pose a risk of fire or other property loss/damage. The intent of this inspection list is to highlight those common issues that have been identified as having a heightened risk of property loss/damage during previous inspection. Additional issues/conditions that pose a hazard to life and/or property should be noted and corrected. Items related to grounds and defensible space are recommendations from CalFire and FireWise.



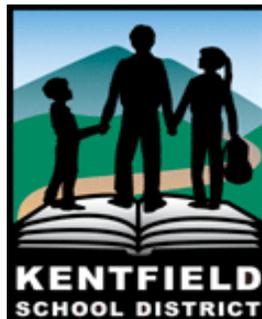
# KSD Comprehensive School Safety Plan - 2023-2024

## Emergency Shelters

### D-1 Resource

A procedure is in place for the American Red Cross to use our school buildings, grounds, and equipment for mass care and welfare shelters during disasters and other emergencies affecting the public health and welfare. The school district cooperates with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

- **D-1** - Facility Use Agreement with the American Red Cross





*Facility Use Agreement  
Disaster Cycle Services Job Tools  
Deploy Materials Workers & Technology / Facility Management*

The American National Red Cross (“Red Cross”), a non-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disasters strike. The disaster relief activities of the Red Cross are made possible by the American public who support the Red Cross with generous donations. The Red Cross’s disaster services are also supported by facility owners who permit the Red Cross to use their buildings as shelters and other service delivery sites for disaster victims. This agreement is between the Red Cross and a facility owner (“Owner”) so the Red Cross can use the facility to provide services during a disaster. This agreement only applies when Red Cross requests use of the facility and is managing the activity at the facility.

*Parties and Facility*

**Owner:**

Full Name of Owner	Kentfield School District
Address	699 Sir Francis Drake Blvd. Kentfield, CA 94904 / 800 College Ave. Kentfield, CA 94904
24-Hour Point of Contact Name and Title Work Phone Cell Phone	Paul Miller, Director of facilities and Maintenance (415) 458-5121 (415) 407-2561
Address for Official Notices (only if different from above address)	750 College Avenue, Kentfield, CA 94904

**Red Cross:**

Chapter Name	American Red Cross – Bay Area Chapter
Chapter Address	1663 Market Street, San Francisco, CA, 94103
24-Hour Point of Contact Name and Title Work Phone Cell Phone	Debbie Yee, Senior Disaster Program Manager  707-639-6851 - Cell
Address for Official Notices	American Red Cross, Disaster Cycle Services Logistics, 8550 Arlington Blvd., Fairfax, VA 22031

**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. If the Red Cross will use only a portion of a building, then describe the portion of the building that the Red Cross will use.
Bacich Elementary School, 699 Sir Francis Drake, Kentfield, CA, 94904 Kent Middle School, 800 College Ave, Kentfield, CA 94904



### Terms and Conditions

- Use of Facility:** Upon request and if feasible, Owner will permit the Red Cross to use and occupy the Facility on a temporary basis to conduct emergency, disaster-related activities. The Facility may be used for the following purposes (both parties must initial all that apply):

Facility Purpose	Owner Initials	Red Cross Initials
Service Center (Operations, Client Services, or Volunteer Intake)	<i>ES</i>	
Storage of supplies	<i>ES</i>	
Parking of vehicles	<i>ES</i>	
Disaster Shelter	<i>ES</i>	

- Facility Management:** The Red Cross will designate a Red Cross official to manage the activities at the Facility ("Red Cross Manager"). The Owner will designate a Facility Coordinator to coordinate with the Red Cross Manager regarding the use of the Facility by the Red Cross.
- Condition of Facility:** The Facility Coordinator and Red Cross Manager (or designee) will jointly conduct a survey of the Facility before it is turned over to the Red Cross. They will use the first page of the Red Cross's **Facility/Shelter Opening/Closing Form** to record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment in the Facility that the Red Cross should not use. The Red Cross will exercise reasonable care while using the Facility and will not modify the Facility without the Owner's express written approval.
- Food Services** (*This paragraph applies only when the Facility is used as a shelter or service center.*): Upon request by the Red Cross, and if such resources 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 meals at the direction of and in cooperation with the Red Cross Manager. The Food Service Manager will establish a feeding schedule and supervise meal planning and preparation. The Food Service Manager and Red Cross Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies before the Facility is turned over to the Red Cross. When the Red Cross vacates the Facility, the Red Cross Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the Red Cross's activities at the Facility.
- Custodial Services** (*This paragraph applies only when the Facility is used as a shelter or service center.*): Upon request of the Red Cross and if such resources are available, the Owner will make its custodial resources, including supplies and workers, available to provide cleaning and sanitation services at the Facility. The Facility Coordinator will designate a Facility Custodian to coordinate these services at the direction of and in cooperation with the Red Cross Manager.
- Security/Safety:** In coordination with the Facility Coordinator, the Red Cross Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any security and safety issues at the Facility.
- Signage and Publicity:** The Red Cross may post signs identifying the Facility as a site of Red Cross operations in locations approved by the Facility Coordinator. The Red Cross will remove such signs when the Red Cross concludes its activities at the Facility. The Owner will not issue press releases or other publicity concerning the Red Cross's activities at the Facility without the written consent of the Red Cross Manager. The Owner will refer all media questions about the Red Cross activities to the Red Cross Manager.



8. **Closing the Facility:** The Red Cross will notify the Owner or Facility Coordinator of the date when the Red Cross will vacate the Facility. Before the Red Cross vacates the Facility, the Red Cross Manager and Facility Coordinator will jointly conduct a post-occupancy inspection, using the second page of the *Shelter/Facility Opening/Closing Form*, to record any damage or conditions.

9. **Reimbursement:** Subject to the conditions in paragraph 10(e) below, 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, in consultation with the Owner, will select from 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 and supplies* which would not have been incurred but for the Red Cross's use of the Facility. 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 costs for the utilities indicated below*, to the extent that such costs would not have been incurred but for the Red Cross's use of the Facility. (Both parties must initial all utilities that may be reimbursed by the Red Cross):

	Owner Initials	Red Cross Initials
Water	<i>[Signature]</i>	
Gas	<i>[Signature]</i>	
Electricity	<i>[Signature]</i>	
Waste Disposal	<i>[Signature]</i>	

- d. The Owner will submit any request for reimbursement to the Red Cross within 60 days after the occupancy of the Red Cross ends. Any request for reimbursement 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.
- e. If the disaster is a Federally-declared disaster and Owner is a municipal or state government entity, then the Owner will work with appropriate emergency management agencies to seek cost reimbursement through the Federal Emergency Management Agency's program for administering Public Assistance Category B under the Robert T. Stafford Act. The Red Cross is not obligated to reimburse the Owner for costs covered by Public Assistance Category B.

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 claims for bodily injury, death, and property damage arising from the negligence of the Red Cross during the use of the Facility.



Facility Use Agreement  
Disaster Cycle Services Job Tools  
Deploy Materials Workers & Technology / Facility Management

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.

Kentfield Schol District

The American National Red Cross

Owner (Legal Name)

(Legal Name)



By (Signature)

By (Signature)

Liz Schott

Name (Printed)

Name (Printed)

Superintendent

Title

Title

January 11, 2019

Date

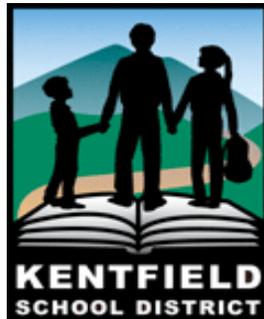
Date

# KSD Comprehensive School Safety Plan - 2023-2024

## Policies Regarding Actions Which Would Lead to Suspension and/or Expulsion E-1 to E-3 Resources

The Kentfield School District has policies that adhere to Education Code mandates regarding suspension and/or expulsion.

- **E-1** - Board Policy 5144.1 Suspension and Expulsion/Due Process
- **E-2** - Administrative Regulation 5144.1 Suspension and Expulsion/Due Process
- **E-3** - Administrative Regulation 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)



**Policy 5144.1: Suspension And Expulsion/Due Process**

**Status:** ADOPTED

**Original Adopted Date:** 04/17/2018

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

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

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

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

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

**Appropriate Use of Suspension Authority**

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-8" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

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

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

**Authority to Expel**

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

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

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-8" and "Additional Grounds for Suspension and Expulsion: Grades 4-8," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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 student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

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

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

#### **Due Process**

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

The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

#### **Maintenance and Monitoring of Outcome Data**

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

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**Regulation 5144.1: Suspension And Expulsion/Due Process**

**Status:** ADOPTED

**Original Adopted Date:** 09/11/2019 | **Last Revised Date:** 04/17/2018

**Definitions**

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

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

**Notice of Regulations**

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

**Grounds for Suspension and Expulsion: Grades K-8**

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
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 student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

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

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-8," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image
- b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn

page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

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

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

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

#### **Additional Grounds for Suspension and Expulsion: Grades 4-8**

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

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

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

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

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

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

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

#### **Suspension from Class by a Teacher**

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-8" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which

he/she has been suspended. (Education Code 48910)

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

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

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

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

### **Suspension by Superintendent, Principal or Principal's Designee**

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

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

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-8" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

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

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

### **Length of Suspension**

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

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

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

### **Due Process Procedures for Suspension**

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the

suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

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

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

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

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

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
  - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
  - b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)
  - c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)
  - d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

### **Superintendent or Principal's Authority to Recommend Expulsion**

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

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

### **Student's Right to Expulsion Hearing**

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

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

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

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

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

### **Stipulated Expulsion**

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

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

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

### **Rights of Complaining Witness**

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

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

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

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

### **Written Notice of the Expulsion Hearing**

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

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

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

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

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

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

### **Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students**

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

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

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

### **Conduct of Expulsion Hearing**

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

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

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

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

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

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

4. **Presentation of Evidence:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

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

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

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

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
  - i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
  - ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
  - iii. The person conducting the hearing may:
    - A. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
    - B. Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
    - C. Permit one of the support persons to accompany the complaining witness to the witness stand

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

#### **Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an

impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

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

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

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

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

### **Final Action by the Board**

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

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

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

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

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

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

### **Written Notice to Expel**

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-8" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

### **Decision to Suspend Expulsion Order**

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

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-8" or "Additional Grounds for Suspension and Expulsion: Grades 4-8" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

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

### **Appeal**

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

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

### **Notification to Law Enforcement Authorities**

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

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

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

### **Placement During Expulsion**

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

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-8" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-8" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-8. (Education Code 48916.1)

### **Readmission After Expulsion**

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

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

2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

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

#### **Maintenance of Records**

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

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

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

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**Regulation 5144.2: Suspension And Expulsion/Due Process (Students With Disabilities)**

**Status:** ADOPTED

**Original Adopted Date:** 09/08/2015

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

### **Suspension**

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
  - a. The series of removals total more than 10 school days in a school year.
  - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
  - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

### **Interim Alternative Educational Placement Due to Dangerous Behavior**

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

### **Manifestation Determination**

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall

determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

### **Due Process Appeals**

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

### **Readmission**

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

### **Decision Not to Enforce Expulsion Order**

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

### **Notification to Law Enforcement Authorities**

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

### **Report to County Superintendent of Schools**

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

### **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

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# **KSD Comprehensive School Safety Plan - 2023-2024**

## **Procedures to Notify Teachers of Dangerous Pupils**

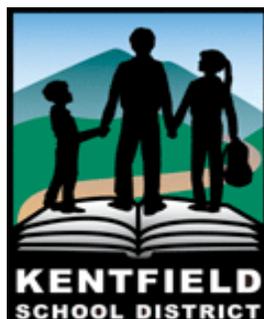
### **F-1 to F-6 Resources**

Teachers are able to identify students who have, sometime within the past three years, engaged in or been reasonably suspected of having engaged in one or more activities leading to suspension or expulsion through the designation “SSA” next to the student’s name on the class roster in Aeries.

The District and Kentfield Teachers Association also jointly circulate a list of all relevant Education Code sections, including, but not limited to, notification and discipline sections to all Association members at the beginning of each school year.

Further, the District convenes a “Threat Assessment Team” as necessary based on when a staff member feels threatened or attacked by a student or any person.

- **F-1** - Board Policy 4158 Employee Security
- **F-2** - Collective Bargaining Agreement, Article 26 Safety
- **F-3** - Job Description: School Nurse
- **F-4** - Job Description: Elementary School Counselor
- **F-5** - Job Description: Mental Health Counselor
- **F-6** - Job Description: School Psychologist
- Board Policy 5144.1 Suspension and Expulsion/Due Process (E-1 resource)
- Administrative Regulations 5144.1 Suspension and Expulsion/Due Process (E-2 resource)
- Administrative Regulations 51445.2 Suspension and Expulsion/Due Process (Students with Disabilities) (E-3 resource)



**Policy 4158: Employee Security**

**Status:** ADOPTED

**Original Adopted Date:** 09/08/2015

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

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

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

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

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

**Reporting of Injurious Objects**

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

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately call 911 and the principal

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

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SAFETY26.1 Employee Safety

The District will make every attempt to provide a safe work environment to its employees.

The District will utilize air filters with the highest minimum efficiency reporting value its (MERV) systems can support.

The District and the Association will jointly circulate a list of all relevant Education Code sections, including but not limited to, notification and discipline sections to all Association members at the beginning of each school year.

26.2 Threats Against Employees

The District will form "Threat Assessment Team" which will meet with District administration on the third Monday of each school year at a mutually agreed upon time and location. The Team shall be comprised of a site administrator(s), a site counselor, psychologist, a law enforcement officer and an Association representative. Site-specific threats may be addressed by a subset of the district team. If a unit member is threatened or attacked by a student or any person, the unit member shall immediately and accurately report the incident to a site administrator. The site administrator will then decide whether to convene the "Threat Assessment Team", and/or take other steps.

If the impacted unit member is unable to report the incident involving threats or attack due to fear or stress, another unit member can immediately file a verbal report on behalf of the impacted employee. The impacted employee, in any case, shall file a written report on the Incident Reporting Form as soon as possible.

The impacted employee can appeal the site administrator's decision of whether or not to convene the "Threat Assessment Team" to the Superintendent or designee. The Superintendent or designee's decision may be appealed beginning at Level III of the Grievance Process outlined in Article 11.



# KENTFIELD SCHOOL DISTRICT

## JOB DESCRIPTION

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### SCHOOL NURSE

#### REQUIRED QUALIFICATIONS

- Valid CA School Nurse Services Credential
- Valid Driver's License

#### JOB DESCRIPTION

The School Nurse under the supervision of the Director of Student Services will routinely provide direct services to students and staff and perform routine health screenings. In addition, the School Nurse will provide case management and follow-up services to students and families with intense daily health care needs.

#### DUTIES AND RESPONSIBILITIES

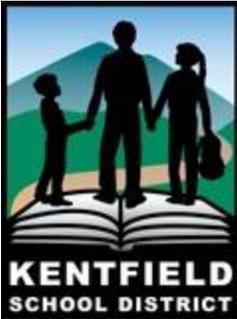
- Prioritize and manage students with particular health care needs during the school day
- Administer and monitor medications
- Provide direct services to students and care for illnesses and injuries
- Assess and evaluate the health and developmental status of students
- Communicate with students, families and health care providers
- Interpret assessments and medical information to school staff working with students
- Counsel students and parents regarding health related issues and provide information and referral to community services
- Perform routine health screenings and assist families in accessing any needed services
- Compile documentation and statistical information, track immunizations and maintain files
- Enter and retrieve computer health information using the district data base system. Keep records updated through the year
- Attend SST, IEP and 504 meetings when requested
- Create school medical plans for individual students
- Perform other duties as assigned

#### MENTAL AND PHYSICAL DEMANDS

- Experience frequent interruptions
- Potential exposure to ordinary infectious diseases carried by students
- Attend to student's personal hygiene
- Move ill or injured students

#### ORGANIZATIONAL RELATIONSHIP

- Supervision/Evaluation – Director of Student Services



# Kentfield School District

## Job Description

## Elementary School Counselor

### Description of the Kentfield School District

The Kentfield School District is located in Kentfield, California and is comprised of two school sites serving Kentfield, Greenbrae, and some Larkspur families. The school district has an enrollment of approximately 1100 students between two school sites Bacich Elementary School, K-4, and Kent Middle School, 5-8.

The Kentfield School District is highly regarded by its parents, students and the greater school community for its strong core academic programs along with rich visual and performing arts, physical education, Spanish language, innovative technology integration and social emotional curricula and support.

### Why Kentfield?

- Average class sizes 25 students
- Central Marin is a place of incomparable beauty. Bike paths and hiking trails beckon for lunchtime or after-school activity.
- Generous support of the KSPTA and the Local Foundation, Kentfield Invests in Kids (KIK) and a parcel tax that supports exceptional teaching and learning opportunities
- High level of Parent volunteerism and engagement
- Recently modernized facilities and new furnishings
- Competitive compensation and benefits package

### Description of Position

The School Counselor, under the general supervision of the Principal, provides instructional support services to the students. This includes direct counseling to individual and small groups, parent education and consultation with parents, staff and related agencies. This also includes assisting in coordinating schoolwide intervention systems, social emotional learning and social justice curriculum. Supervised by the site principal.

### Qualifications

- Valid California Pupil Personnel Services Credential with authorization in counseling
- Master's or Doctoral Degree, School Psychologist, MFT, LCSW, preferred

### Duties and Responsibilities

- Meets with designated students in individual or small groups settings to promote student success by agreement with school administrators and the written permission of parents for ongoing counseling services.
- Coordinates or leads regular social skills groups with grade levels.
- Works with school to promote Character Education and positive communication skills among students.
- Works with students to resolve conflicts and to teach conflict resolution skills.
- Works with parents to support the academic and social success of their students.
- Meets with parents individually or in-group settings to assist in building strong positive parenting skills. Conducts parent groups, as needed.
- Consults with teachers, administrators and other school personnel regarding the social/emotional needs of students. Monitors, counsels and documents work with students of concern.
- Provides effective classroom management techniques for appropriate school behavior.
- Coordinates Student Success Team and 504 meetings.
- Participates in the school Multi Tiered System of Support System.
- Attends Individual Education Plan and reclassification meetings as needed.
- Assists in referral of students to community agencies, alternative programs and/or individual practitioners. Acts as a liaison between school and other agencies, which are working with the student and his/her family.
- Networks with mental health resources outside of the immediate school environment and assist in referrals as needed.
- Attends parent-teacher conferences as appropriate.
- Proficient in restorative circles and classroom meetings and supports teachers with classroom dynamics.
- Provides individual or group crisis intervention, if needed for adults and students.
- Maintains appropriate confidentiality.
- Contributes to a positive school culture and climate.
- Follows District policies and procedures.
- Performs other duties as assigned.

## **Knowledge, Skills and Abilities**

- Communicates with, and relates well to parents, elementary age students, staff and school community.
- Responds constructively to criticism.
- Understands basic laws and procedures regarding Special Education and Section 504 of the Rehabilitation Act.
- Demonstrates knowledge of the relevant laws and regulations pertaining to children, families and Pupil Personnel Services.
- Sound knowledge of Positive Behavioral Intervention Supports and Services and restorative practices.
- Excellent organizational skills.
- Proficient in Google Suite and Excel.
- Fluent in Spanish - *preferred*

## **Clearances Required**

Criminal Justice Fingerprint/Background Clearance  
Tuberculosis Clearance

<b>Work Calendar</b>
187 work days
<b>Salary Range</b>
Based on the current certificated salary schedule
<b>EOE/AA Statement</b> The Kentfield School District is an equal opportunity employer. We are committed to building a staff that represents a variety of backgrounds, perspectives and skills, and to creating an inclusive environment for all employees.
<b>Kentfield School District</b> 750 College Avenue, Kentfield, CA 94904 (415)458-5130 • <a href="mailto:administration@kentfieldschools.org">administration@kentfieldschools.org</a>

## **Edjoin**

**POSITION:** Mental Health Counselor

### **BRIEF DESCRIPTION OF POSITION:**

Provides assessment, counseling and psychotherapeutic treatment to special education students; consultation services to educational staff; works with a multi-disciplinary team in developing student IEPs and clinical treatment plans; provides direct crisis intervention and/or milieu support to assist special education students with success in both academic and social environments.

### **QUALIFICATIONS:**

#### **Knowledge of:**

California laws and regulations for mental health services and education code; philosophy and principles of Positive Behavior Support; California and federal regulations for behavior interventions for special education students; non-violent crisis intervention techniques; Individualized Education Program (IEP) process and law; data collection and record-keeping techniques.

#### **Ability to:**

Provide consultation and direct services to school district staff, students and families; collect and analyze data in a variety of settings and ways; monitor and evaluate student progress; communicate effectively both orally and in writing; establish and maintain effective working relationships with school and agency staff and families; analyze and interpret rules, regulations, and procedures; maintain current knowledge of program rules, regulations, requirements, and restrictions; work independently; plan and organize work load, deadlines and schedules; set priorities; work with constant interruptions; work with detailed information/data; resolve problems with tact and proficiency; understand and respect diverse academic, socio-economic, ethnic, religious and cultural backgrounds, disabilities and sexual orientation of teachers, administrators, and staff; maintain consistent, punctual and regular attendance.

#### **Required Education and Experience:**

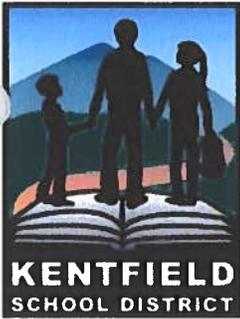
- California Pupil Personnel Services Credential with School Psychologist authorization or licensed school counselor
- Experience as a school psychologist or school counselor
- Possession of a valid California Class C driver's license

#### **Desirable Qualifications:**

- Licensed Professional Clinical Counselor
- Credentialed School Psychologist
- Licensed Marriage and Family Therapist
- Licensed Clinical Social Worker
- Board Certified Behavior Analyst
- Fluent Spanish speaker
- Previous experience with adolescents

### **MAJOR DUTIES AND RESPONSIBILITIES:**

1. Provides individual, group, and family counseling to special education students using evidence-based intervention and therapeutic techniques and procedures. **E**
2. Writes and implements clinical treatment plans; maintains ongoing treatment notes; observes and records student behavior to ensure the effectiveness of plan; provides clinical case management. **E**
3. Promotes skill acquisition by teaching age-appropriate and functional replacement behaviors to students. **E**



# KENTFIELD SCHOOL DISTRICT

## JOB DESCRIPTION

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### SCHOOL PSYCHOLOGIST

#### Definition

The School Psychologist, under the supervision of the Director of Student Services and site principals, utilizes knowledge of human development and psychology to provide a variety of diagnostic, clinical and intervention services that support the learning and development of students. These services include assessing students to determine eligibility for special education services; participation in IEP, Student Study Team and Section 504 meetings, recommending interventions, consultation, direct therapeutic services, in-service training and parent programs.

#### Duties and Responsibilities

Under the Direction of Director of Student Services and Site Principals:

- Consult with parents, teachers, administrators, and other school personnel regarding the social/emotional and learning needs of students, effective classroom management techniques, and strategies to reinforce appropriate school behavior.
- Conduct parent education and meet with parents individually or in a group setting.
- Assist in the referral process and transference of relevant student information to and from appropriate school, district, and/or community agencies or individual practitioners.
- Coordinate and participate in articulation activities between schools and high school district.

#### Assessment

- Select and utilize assessment instruments appropriate to student's disabilities or suspected disabilities, background, age, and history while demonstrating sensitivity to socio-economic, cultural and developmental factors.
- Administer, score and evaluate tests in a clinically accurate manner that honors state and federal timelines.
- Observe student in a variety of settings, interview parents, school staff and others to gather relevant information. Review and interpret student records.
- Present data in both written and oral reports in a readable/understandable manner with sufficient detail so parents and professionals understand the basis for the findings.
- Prepare written reports that integrate data from a variety of sources. Appropriate history is included and referred to in the findings. The conclusion is supported by empirical data and suggestions regarding future programming are included.
- The oral report of the assessment findings is delivered in a perceptive and sensitive manner within the state and federal legal timelines.

#### Consultation Services

- Provide teacher consultation services on topics such as child development, behavior assessment/interventions/management, and emotional indicators evidenced in the classroom, family issues and teaching strategies for all areas of skill development. Provide parent consultation services on topics such as; child development, behavior management, emotional concerns, family problems, referral to community resources, and helping parents to understand and address their child's needs.
- Provide student consultation services on topics such as; school programs, referral to other resources, family concerns behavior/assessment/interventions and therapeutic and clinical interventions.

- Provide administrative consultation services on topics such as; student services and placement,
- Assessment/interventions, in-service training, and case management.

### Communication

- Communicate effectively in written and oral language. These communications are sensitive, timely and efficient.
- Provide timely information and input to the Director of Student Services, and school site administrators regarding student safety, assessment, emerging conflicts, and complex IEP's.
- Document in writing all case related communications.
- Effectively consult, facilitate and/or work with a multi-disciplinary team as part of the school community.
- Provide current information on available community resources to staff parents, students, and administration.
- Meet regularly with the Director of Special Education and site principals regarding complex IEP's, special education programs, in-service and professional development.

### Other Duties

- Serve on district and SELPA committees as assigned by the Director of Student Services.
- Provide direct counseling services and assessment for mental health services.
- Perform other duties as assigned
- Attend SELPA Psychologist meetings, Special Education Department meetings, management meetings, school staff meetings, staff development and other meetings as assigned by the Director of Special Education and site principals.

### Knowledge /Abilities/Skills Required

- Ability to assess and diagnose students to determine specific learning, emotional and behavioral disabilities using a wide variety of measurements/tests.
- Ability to organize, plan, coordinate, analyze and communicate assessment results to a wide audience.
- Ability to establish and maintain effective working relationships with students, parents, staff and administration.
- Demonstrate an extensive knowledge of special education policies/procedures and current laws regarding assessment, eligibility, behavioral plans/interventions, and therapeutic services.
- Demonstrate excellent communication skills, both orally and in writing, for a variety of audiences that include students, parents, staff, other agency personnel and public presentations.
- Ability to provide sensitive and effective counseling services to students in groups or individually.
- Ability to maintain and improve skills and knowledge.
- Ability to be flexible, receptive to input, and open to change.
- Demonstrate effective listening skills.
- Demonstrate effective collaboration and problem solving skills when working with multi-disciplinary teams, IEP teams and with outside agency personnel.
- Demonstrate mastery of basic computer skills, which include MAC word-processing e-mail, Internet, database, spreadsheet, and student information systems.
- Demonstrate ability to work independently, take initiative and provide self-directed leadership at the school sites.

### Qualifications

- California School Psychologist Credential
- Experience in providing psychological services to a large school site.
- Pupil Services credential with authorization in school counseling, doctoral degree, MFT or LCSW helpful.
- Please include: letter of interest, resume, and three current letters of recommendation.

# KSD Comprehensive School Safety Plan - 2023-2024

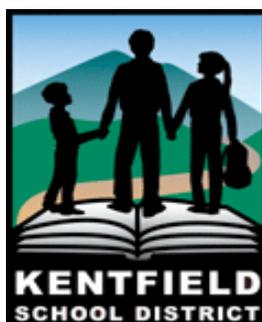
## Sexual- and Gender-Based Harassment Policies

### G-1 to G-11 Resources

The Kentfield School District prohibits sexual- and gender-based harassment of employees and students. All certificated and classified employees receive annual training to assure that the learning and working environments of the Kentfield School District are free from sexual- and gender-based harassment. Students are directed to immediately report incidents of sexual- or gender-based harassment to a teacher or program administrator. All reports are thoroughly investigated in a timely manner. A school administrator will determine an appropriate course of action for each complaint.

Employees, students, and/or their parents can use the Kentfield School District's Complaint Procedure to file a formal complaint of sexual- or gender-based harassment. Our sexual- and gender-based harassment policies inform students and parents of their right to use this process. Any student or employee who feels that he or she is being harassed may file a complaint in accordance with the procedures set forth in these policies.

- **G-1** - Board Policy 0410 Nondiscrimination in District Programs and Activities
- **G-2** - Board Policy 4119.11 Sexual Harassment
- **G-3** - Administrative Regulation 4119.11 Sexual Harassment
- **G-4** - Board Policy 4219.11 Sexual Harassment
- **G-5** - Administrative Regulation 4219.11 Sexual Harassment
- **G-6** - Board Policy 4319.11 Sexual Harassment
- **G-7** - Administrative Regulation 4319.11 Sexual Harassment
- **G-8** - Board Policy 5145.3 Nondiscrimination/Harassment
- **G-9** - Administrative Regulation 5145.3 Nondiscrimination/Harassment
- **G-10** - Board Policy 5145.7 Sexual Harassment (Students)
- **G-11** - Administrative Regulation 5145.7 Sexual Harassment (Students)



**Policy 0410: Nondiscrimination In District Programs And Activities**

**Status:** ADOPTED

**Original Adopted Date:** 11/13/2018 | **Last Revised Date:** 12/12/2023 | **Last Reviewed Date:** 12/12/2023

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, reproductive health decisionmaking, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, veteran or military status, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. The Superintendent or designee shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.8, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's website and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code

48985; 20 USC 6312)

### **Access for Individuals with Disabilities**

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations.

When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. The compliance officer shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Superintendent  
750 College Ave  
Kentfield, CA 94904  
(415) 458-5130  
superintendent@kentfieldschools.org

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**Policy 4119.11: Sexual Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 05/08/2018

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim.

This policy shall apply to all district employees and, to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

### **Sexual Harassment Reports and Complaints**

Any district employee who feels that he/she has been sexually harassed in the performance of his/her district responsibilities or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her direct supervisor, another supervisor, the district's coordinator for nondiscrimination, the Superintendent, or, if available, a complaint hotline or an ombudsman. A supervisor or administrator who receives a harassment complaint shall promptly notify the coordinator.

Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

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**Regulation 4119.11: Sexual Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 05/08/2018

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

**Definitions**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

**Training**

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include how to recognize prohibited or harassing conduct, the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. The training shall also include information about processes for employees to informally share or obtain information about harassment without filing a complaint.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability
2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment
4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint
5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
8. Practical examples of harassment based on gender identity, gender expression, and sexual orientation

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

### **Notifications**

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

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 DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

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**Policy 4219.11: Sexual Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 05/08/2018

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim.

This policy shall apply to all district employees and, to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

### **Sexual Harassment Reports and Complaints**

Any district employee who feels that he/she has been sexually harassed in the performance of his/her district responsibilities or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her direct supervisor, another supervisor, the district's coordinator for nondiscrimination, the Superintendent, or, if available, a complaint hotline or an ombudsman. A supervisor or administrator who receives a harassment complaint shall promptly notify the coordinator.

Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

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**Regulation 4219.11: Sexual Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 05/08/2018

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

**Definitions**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

**Training**

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include how to recognize prohibited or harassing conduct, the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. The training shall also include information about processes for employees to informally share or obtain information about harassment without filing a complaint.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability
2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment
4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint
5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
8. Practical examples of harassment based on gender identity, gender expression, and sexual orientation

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

### **Notifications**

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

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 DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

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**Policy 4319.11: Sexual Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 05/08/2018

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim.

This policy shall apply to all district employees and, to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

### **Sexual Harassment Reports and Complaints**

Any district employee who feels that he/she has been sexually harassed in the performance of his/her district responsibilities or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her direct supervisor, another supervisor, the district's coordinator for nondiscrimination, the Superintendent, or, if available, a complaint hotline or an ombudsman. A supervisor or administrator who receives a harassment complaint shall promptly notify the coordinator.

Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

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**Regulation 4319.11: Sexual Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 05/08/2018

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

**Definitions**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

**Training**

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include how to recognize prohibited or harassing conduct, the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. The training shall also include information about processes for employees to informally share or obtain information about harassment without filing a complaint.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability
2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment
4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint
5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
8. Practical examples of harassment based on gender identity, gender expression, and sexual orientation

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

### **Notifications**

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

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 DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

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**Policy 5145.3: Nondiscrimination/Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 11/13/2018 | **Last Revised Date:** 12/12/2023 | **Last Reviewed Date:** 12/12/2023

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

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

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

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

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6)

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

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

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

**Record-Keeping**

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

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**Regulation 5145.3: Nondiscrimination/Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 11/13/2018

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

Superintendent  
750 College Ave  
Kentfield, CA 94904  
(415) 458-5130  
lschott@kentfieldschools.org

**Measures to Prevent Discrimination**

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

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.
2. Post in a prominent and conspicuous location on the district and school web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.61)
  - a. The name and contact information of the district's Title IX coordinator, including the phone number and email address
  - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
  - c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:
    - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
    - ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
    - iii. A web link to the OCR complaints form and the contact information for the office, including the

phone number and email address for the office

3. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
4. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.
5. The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

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

6. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.
7. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
8. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

### **Enforcement of District Policy**

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

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of

discrimination that he/she knew was not true

### **Process for Initiating and Responding to Complaints**

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

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

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

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

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

### **Transgender and Gender-Nonconforming Students**

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

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

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

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

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

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

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to his/her gender identity

4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

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

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

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

1. **Right to privacy:** A student's transgender or gender-nonconforming status is his/her private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

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

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

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
  5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.
  6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.
  7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.
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**Policy 5145.7: Sexual Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 12/13/2016

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

**Instruction/Information**

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

**Complaint Process and Disciplinary Actions**

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, Any staff member any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws and the applicable collective bargaining agreements.

### **Record-Keeping**

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

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**Regulation 5145.7: Sexual Harassment**

**Status:** ADOPTED

**Original Adopted Date:** 12/13/2016

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Superintendent  
750 College Avenue  
Kentfield, CA 94904  
(415) 458-5130  
superintendent@kentfieldschools.org

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

## 12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

### **Reporting Process and Complaint Investigation and Resolution**

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

### **Confidentiality**

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

### **Response Pending Investigation**

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. To the extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment. Such Interim measures may

include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

### **Notifications**

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

A copy of the district's sexual harassment policy and regulation shall be posted on district and school web sites and, when available, on district-supported social media.

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
  4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
-

# KSD Comprehensive School Safety Plan - 2023-2024

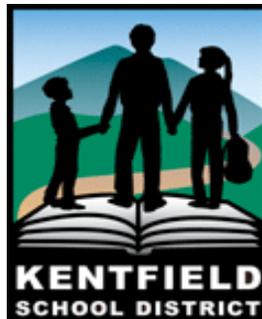
## Dress Code

### H-1 to H-2 Resources

The Kentfield School District believes that choosing a school-appropriate outfit is ultimately the parents' responsibility. Students are expected to dress for school in a manner that is safe and conducive to learning.

Clothing bearing messages that promote hate, adult themes, violence, racism, or are otherwise illegal or offensive is prohibited.

- **H-1** - Bacich Parent/Student Handbook - Pgs. 42-43
- **H-2** - Kent Parent and Student Handbook - Pgs. 15-16





# BACICH ELEMENTARY SCHOOL

Principal, Maria Martin

Interim Assistant Principal, Cass Walsh

Parent/Student  
School Handbook

2023-2024

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**2023-2024**

**BACICH PARENT/STUDENT HANDBOOK**

**KENTFIELD SCHOOL DISTRICT VISION:**

Kentfield School District will deliver a quality education that empowers our students to reach high, work hard, and be kind.

**KENTFIELD SCHOOL DISTRICT MISSION:**

The Kentfield School District's mission is to inspire and challenge all students to live, learn, and lead to their full potential.

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**Welcome to Bacich School!**

It is with great enthusiasm that we launch the 2023-24 school year. We are excited to welcome 531 TK-4<sup>th</sup> grade students to Bacich this year. As a school we are focused on creating an environment where our children will thrive in an inclusive school community that demonstrates kindness, embraces curiosity, and challenges our students to reach their potential.

# VISITING SCHOOL

## *PARENTS/GUESTS/VOLUNTEERS IN CLASSROOMS*

We encourage parents and guardians to be involved in our school community. There are many volunteer opportunities available through the PTA. Teachers will also communicate about volunteer opportunities in the classroom. Parents who volunteer in the classroom during the regular school day may not bring younger siblings.

Please see the website for more information. All visitors entering the school must sign in and out at the front office and wear a visitor's badge while on campus. This includes parent volunteers who access the school campus from the McAllister Avenue gate(s).

## *OUTSIDE VISITORS*

Outside visitors, which might include tutors, therapists, doctors, etc., must make an arrangement with the administration to observe in classrooms. A one-week notice is requested of all outside visitors who wish to observe a student, as an administrator will also participate in the observations. Outside visitors are limited to a 30-minute visit, agreed upon ahead of time with the administration. All visitors are required to sign in at the office and wear a visitor badge while on campus.

## *STUDENT GUEST/VISITORS*

Students from other schools, new students or friends/relatives of Bacich students may not shadow in classrooms.

## *MID DAY APPOINTMENTS*

When parents arrive to pick up a child for a mid-day appointment, they are to come to the office, rather than disrupt a classroom lesson. Parents are asked to be considerate of this request, as the sign-in/out system is designed to keep our children safe.

# BACICH SCHOOL STAFF 2023-2024

Maria Martin, Principal

Cass Walsh, Interim Assistant Principal

Lynn Bartha, Assistant to the Principal

Gretchen Harris, Attendance Secretary

Medhanie Gebremichael, Day Custodian

Jesus Zamorano, Night Custodian

## CLASSROOM TEACHERS (Room #)

UTK/KINDERGARTEN	SECOND GRADE	FOURTH GRADE
Amber Stewart - UTK (5) Kerri Baetkey - UTK (6)	Katie Gillespie (3)	Adrienne Brown (25)
Jen Wallen (11)	Lindsay Zerzan (4)	Marjorie Bukowski (26)
Claire Adams (19)	Theo Hausammann (22)	Katelyn Mamizuka (30)
Kelly Steers (20)	Marty Ross (23)	Hayley Moore (31)
Erica Johnson (21)		Victoria Denson (32)
FIRST GRADE	THIRD GRADE	LEARNING CENTER LC+ CLASS
Kelsey Gallegos (13)	Katy Colwell (1)	Alisa Folda (9)
Isabella Fanning (14)	Jenna Maioriello (2)	Katie Kelly (17)
Elizabeth Peterson (15)	Katie Guenther (27)	
Michael Bessonette /Janeen Swan (18)	Andrea Livengood (28)	
Katie Stern (24)	Trisha Washburn (29)	

PARAPROFESSIONALS		
Diane Bauer	Carol Kizer	Chris Sullivan
Lauren Bice	Lisa Meagher	Sonza Van Herick
Natalie Cisneros	Adeline Ribaldone	Alma Zuckerman
Beata Kotzian	Chris Rosenbery	Eva Gogas
Susan Sharpe	Ellen Snyder	

SUPPORT STAFF	
Ilene Braff	Physical Education Teacher
Sarah Futoran	School Counselor
Katie Knopf	Reading Intervention Specialist
Barbara Libby	Art Teacher
Celeste Perez	Physical Education Teacher
Becky Poon	Music Specialist
Julianne Russell	Occupational Therapist
Erika Salazar	Speech & Language Pathologist
Jean-Marc Schafer	Physical Education Specialist
Susan Warnick	Library Specialist
Laurel Yrun	School Nurse

\* Consult the [School Directory](#) for teacher email addresses and the Kentfield Schools Foundation printed directory for parents' phone numbers.

## KENTFIELD SCHOOL BOARD OF TRUSTEES

David Riedel - [dreidel@kentfieldschools.org](mailto:dreidel@kentfieldschools.org)

Annie Su - [asu@kentfieldschools.org](mailto:asu@kentfieldschools.org)

Cari Irwin - [cirwin@kentfieldschools.org](mailto:cirwin@kentfieldschools.org)

Benny Joseph - [bjoseph@kentfieldschools.org](mailto:bjoseph@kentfieldschools.org)

Silver McDonald - [smcdonald@kentfieldschools.org](mailto:smcdonald@kentfieldschools.org)

The Kentfield School Board members are elected by the community and serve four-year terms. The Board has responsibilities as defined in the Education Code:

- Establish the educational philosophy
- Make policy to provide overall guidelines
- Adopt budget and approve expenditures
- Set rules and regulations for governing administration and operation of the district
- Adopt curriculum
- Evaluate the education process

Regular meetings of the Kentfield School District Board of Trustees are held on the second Tuesday of each month in the Kentfield School District Office, 750 College Avenue, Kentfield, CA 94904. Closed session usually begins at 4:30 PM, followed by open session at 5:00 PM. The public is invited to attend open sessions.

### Scheduled Board Meetings for 2022-2023

August 29, 2023	February 13, 2024
September 12, 2023	March 12, 2024
October 10, 2023	April 2, 2024
November 14, 2023	May 14, 2024

December 12, 2023	May 28, 2024
January 9, 2024	June 12, 2024

Board packets are available to the public through Agenda Online. The link can be found on our website.

### *GOVERNING BOARD POLICIES*

All Kentfield School Board adopted policies are accessible on the Internet. To access the policies, go to the Kentfield School District School Website [www.kentfieldschools.org](http://www.kentfieldschools.org), click on About Us, then Policies and follow the directions to access GAMUT Online.

For more information, please contact the District Office at (415) 458-5130.

# 2023 - 2024 Bell Schedule

*Monday, Tuesday, Thursday, Friday*

UTK / Kindergarten		Grades 1 - 2		Grades 3 - 4	
Time	Event	Time	Event	Time	Event
8:10 a.m.	School Begins	8:10 a.m.	School Begins	8:10 a.m.	School Begins
8:15 a.m.	Tardy Bell	8:15 a.m.	Tardy Bell	8:15 a.m.	Tardy Bell
8:10 - 10:00	Class	8:10 - 9:50	Class	8:10 - 10:10	Class
10:00 - 10:30	RECESS	9:50 - 10:10	RECESS	10:10 - 10:30	RECESS
10:30 - 12:00	Class	10:10 - 12:00	Class	10:30 - 12:00	Class
12:00 - 12:45	LUNCH	12:00 - 12:45	LUNCH	12:00 - 12:45	LUNCH
12:45 - 2:00	Class	12:45 - 2:53	Class	12:45 - 2:53	Class
2:00 p.m.	Dismissal	2:53 p.m.	Dismissal	2:53 p.m.	Dismissal

*Wednesday*

UTK / Kindergarten		Grades 1 - 2		Grades 3 - 4	
Time	Event	Time	Event	Time	Event
8:10 a.m.	School Begins	8:10 a.m.	School Begins	8:10 a.m.	School Begins
8:15 a.m.	Tardy Bell	8:15 a.m.	Tardy Bell	8:15 a.m.	Tardy Bell
8:10 - 10:00	Class	8:10 - 9:50	Class	8:10 - 10:10	Class
10:00 - 10:30	RECESS	9:50 - 10:10	RECESS	10:10 - 10:30	RECESS
10:30 - 12:00	Class	10:10 - 12:15	Class	10:30 - 12:30	Class
*12:00 p.m.	Early Dismissal	*12:15 p.m.	Early Dismissal	*12:30 p.m.	Early Dismissal

# **PARENT COMMUNICATION PROTOCOL**

## *OFFICE PHONE MESSAGES*

Arrangements for play dates, dentist appointments, etc., should be made outside of school hours. In case of an emergency or school related business, please contact the Bacich School office and a message will be communicated to your child.

## *COMMUNICATION AT BACICH*

For families, the best sources of information about the Kentfield School District and Bacich School are the District website, the Bacich website, and the electronic Weekly Newsletter sent from the District each week sent through Parent Square. Included on the web sites is a calendar of important dates and events, emergency information, KIK and PTA information, and school/district announcements. Included in the Weekly Newsletter are newsletters from the Superintendent, Principals, and timely and pertinent information for the specific week.

## *HOW TO CONTACT YOUR CHILD'S TEACHER*

There are several ways to contact your child's teacher. Email addresses and voicemail extensions are available on the Bacich website through the Staff Directory link and in the KIK Directory. Email is the best way to reach the teacher. Teachers will do their best to respond to email and phone messages within 24 hours on school days.

If you urgently need to reach your child's teacher or get a message to your child, please call the school office.

<b>Bacich Elementary School Parent Communication Protocol</b>		
<b>When I need information regarding...</b>	<b>I should call / email first...</b>	<b>I should call / email second...</b>
Front office staff	Lynn Bartha (415) 925-2220 <a href="mailto:lbartha@kentfieldschools.org">lbartha@kentfieldschools.org</a>	Gretchen Harris (415) 925-2220 <a href="mailto:gharris@kentfieldschools.org">gharris@kentfieldschools.org</a>
Classroom performance / academic progress	Classroom teacher or Enrichment Specialist*	Maria Martin, Principal (415) 925-2220 <a href="mailto:mmartin@kentfieldschools.org">mmartin@kentfieldschools.org</a>
School Policy / Procedures	Maria Martin, Principal (415) 925-2220 <a href="mailto:mmartin@kentfieldschools.org">mmartin@kentfieldschools.org</a>	Cass Walsh, Interim Assistant Principal (415) 925-2220 <a href="mailto:cwalsh@kentfieldschools.org">cwalsh@kentfieldschools.org</a>
Discipline/Behavior/Academic concerns in school or classroom	Classroom teacher*	Cass Walsh, Interim Assistant Principal (415) 925-2220 <a href="mailto:cwalsh@kentfieldschools.org">cwalsh@kentfieldschools.org</a>
Curriculum / Program	Grade Level Coordinator*	Maria Martin, Principal (415) 925-2220 <a href="mailto:mmartin@kentfieldschools.org">mmartin@kentfieldschools.org</a>
Confidential matters regarding personal concerns	Maria Martin, Principal (415) 925-2220 <a href="mailto:mmartin@kentfieldschools.org">mmartin@kentfieldschools.org</a>	Sarah Futoran, School Counselor (415) 925-2220 ext. 255 <a href="mailto:sfutoran@kentfieldschools.org">sfutoran@kentfieldschools.org</a>
After school classes Enrichment classes Sports offered by local non-profit leagues Recreation Departments, etc.	Community Bulletin Board	Office Staff (415) 925-2220 <a href="mailto:lbartha@kentfieldschools.org">lbartha@kentfieldschools.org</a> <a href="mailto:gharris@kentfieldschools.org">gharris@kentfieldschools.org</a>
Attendance	Attendance Hotline: (415) 925-2222 Gretchen Harris	Classroom Teacher*
Health issues / concern	Laurel Yrun, School Nurse (415) 925-2220, ext. 269 <a href="mailto:lyrun@kentfieldschools.org">lyrun@kentfieldschools.org</a>	Classroom Teacher*
Daycare questions	Caitlin Schmitt, Marin Enrichment Director (415) 461-4395	Laura Schmitt, Marin Enrichment Owner (415) 461-4395
Special Education	LC Teacher* LC Teacher*	Virginia DiGirolamo, Director of Special Education (415) 686-7839 <a href="mailto:vdigirolamo@kentfieldschools.org">vdigirolamo@kentfieldschools.org</a>

\* Teacher Email Addresses are "first initial + last name + @kentfieldschools.org". For example: Jane Doe's email would be "jdoe@kentfieldschools.org".

## KENTFIELD SCHOOLS PARENT TEACHER ASSOCIATION (KSPTA)

The Kentfield Schools Parent Teacher Association is a group of parents, teachers, administrators, and other friends of the schools dedicated to supporting and enriching the school life of the students in the Kentfield School District (Bacich Elementary and Kent Middle School). KSPTA functions as a liaison between the staff and the school community and works to facilitate communication and understanding of school programs and to encourage community engagement. KSPTA runs the Lead Room Parent program at Bacich and coordinates parent volunteers on both campuses. One of the biggest volunteer efforts is the Lunch Program at both schools, which KSPTA administers and staffs. Through annual fundraising efforts, membership dues, and donations, the KSPTA funds programs in the schools ranging from classroom supplies stipends, specialist stipends for music, library, P.E. and STEAM/Maker, after school sports programs at Kent, dance instruction, and many others. KSPTA also hosts many community building events throughout the year, including Welcome Coffees, New Family Socials, Bacich Pizza and Games Night, Maker Night, 5<sup>th</sup>/6<sup>th</sup> Grade Games Night, Bloom, Book Fair, Craft Fair, Lunar New Year and a variety of Parent Education programming. KSPTA helps keep staff morale strong with Staff Appreciation Week, breakfasts and other treats throughout the year.

KSPTA is part of the broader California PTA and national PTA networks, and members of the KSPTA are automatically members of the broader organizations, which advocate at the state and national level for better funding for schools, improved student outcomes, equity, innovation and excellence in public education.

For more information, including how to become a member of the KSPTA, please visit [www.kspta.org](http://www.kspta.org) today!

*KSPTA Mission Statement: The mission of the KSPTA is to support collaboration among parents, teachers, and administrators with the goal of optimizing our children's education. We advocate for students, promote communication with parents, support our teachers, and facilitate community involvement. Through our large network of volunteers and our fundraising efforts, we provide support for our children and their endeavors in the Kentfield School District.*

## **KENTFIELD INVESTS IN KIDS! (KIK)**

Kentfield Invests in Kids (KIK), the Kentfield Schools Foundation, is a parent-driven, volunteer non-profit organization in the Greenbrae-Kentfield school community. The foundation raises funds, while building community, to help support the high-quality education our children receive in the Kentfield School District. The Kentfield Schools Foundation provides financial support for Bacich Elementary and Kent Middle, public schools of the Kentfield School District, by raising funds to support and maintain consistently excellent educational opportunities for district students. We strive to ensure that each child may reach his or her potential. With these funds, KIK helps to support educational opportunities and offers programs to benefit 100% of students at Bacich and Kent.

## **SCHOOL SITE COUNCIL**

The School Site Council (SSC) is an advisory and representative body of parents, faculty, and staff charged with (1) defining and developing a sense of purpose, direction, and community for the school: and (2) building a capacity for change through collaborative decision-making.

The primary purpose of SSC is to develop, approve, monitor and assess the Single Plan for Student Achievement (SPSA). If you have an interest in joining the School Site Council, please contact principal Maria Martin ([mmartin@kentfieldschools.org](mailto:mmartin@kentfieldschools.org)).

## **AFTER-SCHOOL OPTIONS**

The Kentfield School District does not provide before or after school care. Marin Enrichment, which is located on the Bacich campus, has operated on the school site for 25+ years and is an excellent option for before and after school care. Larkspur Recreation and Ross Recreation offer after school classes, which include science, ukulele, chess, skateboarding, LEGO and more. Kentfield FC operates a soccer program for Bacich students. Viva el Espanol offers before school Spanish classes.

## **ABSENCES**

Please telephone the school before 8:30 a.m. at (415) 925-2222 and leave a message on our confidential voicemail each day when your child is absent. For safety reasons, we must confirm all absences.

- State your name
- State your child's name
- State your child's grade
- State the reason for the absence

### *EXCUSED ABSENCES*

Parents are encouraged to schedule medical appointments outside of school hours whenever possible. When a student has had 14 absences in the school year, all subsequent absences must be verified by a physician. (Kentfield Board Policy AR5113c)

- Illness
- Medical or dental appointment
- Bereavement of an immediate family member
- Religious observance days

### *UNEXCUSED ABSENCES*

The Kentfield School District strongly recommends that students and their families not schedule vacations and family trips during the school year. Absences for this reason is an unexcused absence.

## **TARDIES / TRUANCIES**

Students are expected to be on time every day. Students who are tardy disrupt the educational activities and classroom learning. It is important to arrive at school on time. If students are tardy, they **MUST** check in at the school office and will be given a tardy slip to be admitted to class. Tardies are excused for certain reasons, including doctor and dentist appointments. However, being tardy due to oversleeping, or traffic is considered an unexcused tardy. Students who arrive late after 8:45 a.m. three times without a valid excuse will have one unexcused absence reported.

Official notification will be sent home when a student has three or more unexcused/unverified tardies in excess of 30 minutes. Students who are excessively truant or absent without a valid excuse, will be referred to the Student Attendance Review Board (SARB), as mandated by the California Education Code and the Kentfield School District Policy. A student who is tardy without a valid excuse for more than 3 days is considered truant under Education Code 48200-48340.

Students are expected to attend a full day of classes each day unless a medical note is provided and the circumstances are discussed with administration.

## TRANSPORTATION/SAFETY

### *GETTING TO SCHOOL BY CAR: DROP OFF AND PICK UP RULES*

The two entrances (off Sir Francis Drake and McAllister) are used by pedestrians, bicyclists, cars and a small school bus. We ask that all families use caution when entering or exiting our school grounds. If your child arrives by car, there will continue to be parent volunteers assisting students to get in and out of cars. When dropping off and picking up we ask that:

- You do NOT stop and leave your car in the drop-off/pick-up area, not even for ONE MINUTE
- You refrain from using cell phones
- You pull forward, as far as possible, to make room for other cars to enter the drop-off/pick-up area
- You do not pass stopped or slow moving vehicles in the drop-off/pick-up area
- You encourage your child to have his/her backpacks or other belongings ready to exit/enter the car quickly and safely to the sidewalk. Students should not exit/enter from the driver's side of the car

### *GETTING TO SCHOOL BY BICYCLE OR SCOOTER*

We encourage students to ride bikes and scooters to school whenever possible. There are several locations on campus to securely park/lock bikes and scooters.

Bicycles and scooters must always be walked in the hallways and may not be ridden on the playground during school hours for the safety of all staff, parents and students.

We ask that parents teach their children bicycle/scooter safety and traffic rules. Practicing with young children how to travel with caution, while being attentive to cars on the road, is highly recommended.

### *PARKING*

Unfortunately, we **do not** have any visitor parking spaces in either the Sir Francis Drake parking lot or the McAllister parking lot. All parking spaces are assigned to school staff. School visitors can park along the school fence on Sir Francis Drake or in the McAllister neighborhood.

# **BACICH SCHOOL STUDENT / ADULT CHARACTER EXPECTATIONS**

## *CHARACTER EDUCATION*

Character Counts is the education program followed by our school. We strive to teach principled reasoning and ethical decision making through the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

It is the District and school expectation that students, staff members, parents, and outside organizations, which use the school's facilities before or after school hours, demonstrate respectful and courteous behavior at all times while on our campus.

School assemblies, Bacich In-Motion gatherings, class meetings, school and classroom newsletters, parent programs and staff meetings are some of the venues where character education is highlighted in our school community.

Adults in our school community are expected to model the character expectations, which we ask of our students. Adults are asked to familiarize themselves with Bacich's Code of Character for Adults in our School Community found below.

\*Character Education begins with the adults in our school community.

### **Be Trustworthy**

- Be honest
- Be open and direct with your communication (i.e., when hearing gossip, go to the source)

### **Be Respectful**

- Treat others with respect
- Honor confidentiality
- Treat others as if children are watching

### **Be Responsible**

- Take responsibility for your actions and mistakes
- Be responsible for your fair share in volunteer activities

### **Be Fair**

- Demonstrate tolerance and acceptance
- Assume goodwill

### **Be Caring**

- Be kind and compassionate to others
- Show appreciation to teachers, volunteers and peers

### **Be a Good Citizen**

- Protect and nurture our environment
- Honor school rules such as carline etiquette and being punctual
- Keep Bacich School campus clean

\*Approved annually by the Bacich School Site Council

## **PROGRESSIVE SCHOOL CONSEQUENCES**

Choosing to comply with school rules will result in an orderly learning environment of cooperation and mutual respect. Children will be recognized for good citizenship in the classroom and on the playground

Choosing not to follow the school rules may result in the assignment of an appropriate deterrent. Examples of progressively administered consequences are:

1. Verbal warning
2. Loss of classroom privilege
3. Behavior Management Card sent home to be signed by parent/guardian and returned to Assistant Principal
4. Conference with the Principal or Assistant Principal
5. Recess/lunch time detention
6. Community Service (i.e., school beautification)
7. Suspension from school

School administration has discretion to apply a range of consequences depending on the severity or repeated nature of the infraction(s) Please refer to the KSD Board Policy 5144 for District discipline policies

## SERIOUS OFFENSES

The following behaviors defined by California Education Code (EDC 48900) may result in suspension and/or expulsion:

- Causing, attempting to cause and threatening to cause physical injury to another person
- Possessing, using, selling or furnishing any drug paraphernalia, knife, explosive, firearm, laser pen/pointer or other dangerous object
- Offering, arranging or negotiating to sell or deliver any controlled substance or alcohol or being under the influence of a controlled substance or alcohol
- Committing or attempting to commit robbery or extortion or knowingly receiving stolen school or private property
- Causing or attempting to cause damage, or stealing or attempting to steal school or private property
- Possessing or using matches, tobacco or nicotine products or imitation firearms
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Disrupting school activities or willfully defying school authorities
- Committing or attempting to commit a sexual assault
- Harassing, threatening or intimidating a student who is a complaining witness in a school disciplinary proceeding
- Offering, arranging, negotiating or selling drugs
- Engaging or attempting to engage in hazing
- Committing sexual harassment or causing, attempting to cause, threatening to cause or participating in an act of hate violence

## ARRIVAL AND DISMISSAL TIMES

The school office is open at 8:00 a.m. – 4:00 p.m. for school families.

- *ARRIVAL*: All students need to arrive between 8:00 a.m. and the start of school at 8:10 am.
- *DISMISSAL*: Kindergarten students are released to parents/guardians in the kindergarten courtyard/playground or in the kindergarten carline. Parents and guardians are asked not to enter the Kindergarten Area until 2:00 p.m. so that the teaching day is not interrupted.

Students in Grades 1-4 will be dismissed from their classrooms.

Parents and children, who are waiting for other children (later dismissal), must wait in the Lunch Quad or other designated area. Students excused at early dismissal are not allowed to play on the playground or play structure while other students are still in class. This is a disruption to the learning environment.

If a child is absent from the school day they may not participate in any school events, such as field trips, concerts, plays, etc.

### UTK / KINDERGARTEN

8:10 a.m. - School Begins  
2:00 p.m. - Dismissal (M/T/Th/F)  
12:00 p.m. - Dismissal (Wed)

### GRADES 1/2

8:10 a.m. - School Begins  
2:53 p.m. - Dismissal (M/T/Th/F)  
12:15 p.m. - Dismissal (Wed)

### GRADES 3/4

8:10 a.m. - School Begins  
2:53 p.m. - Dismissal (M/T/Th/F)  
12:30 p.m. - Dismissal (Wed)

## **PLAYGROUND USE / BALLS & TOYS**

### *PLAYGROUND*

The playground is open to Bacich School students from 7:50 a.m. each morning until the end of the school day.

The playground is open for public use after 2:53 p.m. each school day and all day on the weekends and holidays.

Younger siblings are not permitted to play on the playground when school is in session.

### *BALLS AND TOYS*

- **BALLS** – Personal basketballs, soccer balls and bouncy balls are allowed to be used before and after school and must be shared with other students.
- **TOYS** – Toys of any kind including toy weapons, fidgets, spinners and card collections may not be brought to school. The classroom teacher may give special permission to bring these items for “show & tell” only. Toys brought without permission may be collected by the teacher or school office and returned to the parent.

## **PERSONAL TECHNOLOGY EXPECTATIONS**

Bacich students do not need cell phones, smart watches and other electronic devices at school. Cell phones, smart watches and other electronic devices and wearable technology brought to school must be turned off and stored in student backpacks during the school day. Bacich Elementary School and the Kentfield School District is not responsible for any damage, theft or loss of any personal electronic devices brought to school. Calling or texting during the school day to and from any person, including parents, is prohibited. This includes while on school-sponsored field trips. During the school day, students may NEVER film or photograph another child, staff member, other personnel or parent volunteer, without his or her permission.

Infractions of the cell phone, smart watch, electronic device and wearable technology policy will result in confiscation of the technology device and will require parent retrieval.

# EMERGENCY/DISASTER PROCEDURES

## *EMERGENCY PLANS*

The school has a formal safety plan as required by Education Code. Students will be supervised until released to a parent or an emergency contact person. Earthquake, lockdown or fire drills are held monthly throughout the school year. First aid and emergency supplies are stored on campus, as well as in each classroom.

## *EMERGENCY INFORMATION*

Parents are required to inform the school office whenever there is a change in emergency information. Parents are responsible for updating information in the Aeries Student Information System and make any necessary changes. During an emergency, your child will ONLY be released to those contacts listed on your child's emergency list.

## *EMERGENCY SCHOOL CLOSING*

If the administration declares that school is closed due to an emergency, the following will occur:

- Email-blasts will be sent to all families
- Phone calls and/or text messages via school messenger will be made to parent phone numbers as listed in the Aeries Communication System
- An announcement will be placed on KCBS 740 and KGO 810 by 6:00 a.m.

## *EMERGENCY PROCEDURES*

Bacich School's Emergency Preparedness plan has been developed by the entire staff, a team of parent volunteers, and the local Fire and Sheriff's departments.

Phone alert: If there is an emergency that requires the students to be evacuated, the phone numbers parents have selected, which are in Aeries Student Information System, will be called and/or text messaged by the automated phone system and parents will be informed of the situation. (To validate or modify your contact phone numbers, please go to <https://kentfieldsd.asp.aeries.net/air/>. It is the parent's responsibility to keep all important information current and up to date in the Aeries Student Information System.

Parking at school: The school's parking lots will be closed off in the event of an emergency. Parents must walk to school or park off the school campus.

Student Release: Children will be released from the field, their classroom, the Community Center or other predetermined location in the event of an emergency. Before taking a child from school, you need to sign them out -- photo ID required -- , so we have a record of who has collected them. Only parents, guardians or other people you authorize can collect your child. (To validate or modify the people you have authorized, please go to <https://kentfieldsd.asp.aeries.net/> and update your contacts in case of an emergency.

Medication: Any medication you have provided to the school will be brought out from the classrooms and the nurse's office. It is recommended that the school has medication for 72 hours for use following an emergency.

# HOMework / MAKE UP WORK

## *HOMework (KSD Board Policy #6154)*

Homework is assigned to reinforce and extend skills taught in school. Homework is one of the key links between school and home. It offers parents a daily opportunity to have a positive impact on their student's education. Homework teaches children to work independently, encourages self-discipline and responsibility and fosters a love of learning.

## *K-4 GUIDELINES FOR HOMEWORK TIMES*

Kindergarten	10 minutes (weekly)
1st grade	10 minutes (3x/week)
2nd grade	20 minutes (3x/week)
3rd grade	30 minutes (3x/week) does not include projects such as book reports or current events
4th grade	40-50 minutes (3x/week) does not include projects such as book reports or current events

## *Reading (Self-Reading or Being Read To)*

Reading and being read to promote important academic growth for elementary school students. Students are expected to read at home for at least 20 minutes on school days. We hope parents encourage and support reading seven days a week!

## **PRIVATE TUTORING**

Students are expected to attend school for the full school day and will not be excused for private tutoring during school hours. Private tutors must contact the District Office for permission to tutor on campus. A fee and proof of insurance is required.

## **SCHOOL LUNCH PROGRAM**

Parents have the option to provide a homemade lunch or to participate in the new Food For All Program for their student. Bacich encourages the making of “trash free” lunches that contain reusable containers for food and drink. Please see information about the school’s Nut Policy in the Food Allergy Protocol.

School lunch will be provided for all students who need lunch. Additionally, breakfast items like cereal, granola bars, yogurt, and fruit will also be available for students who need breakfast or a snack upon arrival at school. Breakfast items will be served outside the community center from 7:45 to 8:05 am daily. [Click here to view the monthly menu.](#)

## FIELD TRIPS

Bacich field trips are designed to enhance classroom instruction and provide students opportunities to gain a better understanding of topics, build cultural understanding and expose students to new places and experiences. Most field trips at Bacich will include a requested donation and rely on volunteer drivers for transportation. To be a parent driver, you must be finger printed and complete a district form which can be found on the KSD website, which requires a California driver's license and specific insurance information. There is a minimum amount of insurance coverage required for all drivers. The field trip form must be completed and all required documents provided to the school office 10 days prior to the field trip before any parent is allowed to drive. Prior to any field trip, teachers will send home a field trip form to be completed and returned to the classroom teacher before a child is allowed to go on a field trip. Please visit the [Volunteer page](#) on the district website for more specific information.

*\*Families who have students at Bacich and Kent must complete a Driver Form at each school.*

# HEALTH/MEDICAL EMERGENCIES

## *INJURY OR ILLNESS*

Parents will be notified to pick up their student if they are injured or too ill to remain at school. Ill or injured students cannot leave school unless accompanied by their parent or an adult authorized by the parent. The adult picking up the student must sign the child out in the main office. In cases of serious injury, parents will be immediately contacted and 911 will be called.

## *COMMUNICABLE DISEASES*

Please notify the school office and school nurse if your child has been diagnosed with a communicable illness, such as strep infection, pink eye, or whooping cough. If your child has a fever of 100 degrees or greater, they should stay home from school until fever-free for 24 hours without the use of fever-reducing medications such as Tylenol or Ibuprofen.

## *MEDICATION*

Students who must take medication, including over the counter medication at school must have an "Authorization to Administer Medication" form on file completed by the parent and the student's physician. This form is available on the school website and from the main office. The school nurse or office personnel will assist students with their medication. All medication will be kept in the school nurse's office. Medical information must be documented in the child's Aeries Student Information System and kept current. Parents must keep this information up to date.

Students who attend field trips must have their medication (i.e. Epi-pens) available in the school office three days prior to the off-campus event. This includes the 4<sup>th</sup> Grade Gold Country field trip.

**HEAD LICE** Head Lice is not a disease. Lice are a nuisance and require attention and diligence to rid them from the individual's head and from your home.

- Anyone can get head lice
- The majority of cases of head lice are not transmitted at school
- Lice are transmitted through direct contact with the hair of an infested person or through the sharing of personal items such as a hairbrush, combs, helmet, hat or pillows
- If your child becomes infested with lice, It is important to contact all individuals your child has been in close contact with.
- Contact the School Office, if you find lice/nits on your child. Information will go home to inform other families that there is a case of head lice in the class. This information is confidential. In this way, other families can check their child's head and monitor lice infestation in their family.

Check the link at the following website for current information on head lice <https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/HeadLice.aspx> Information is also available on the Bacich School website under Health, Wellness, and Nutrition which parents are encouraged to read.

### *FOOD ALLERGY PROTOCOL*

Bacich School recognizes that some children have severe food allergies and/or dietary needs that require special conditions. It is our goal and responsibility to maintain a safe environment for all students during the school day. The most effective way to accommodate a wide variety of food allergies is to implement grade specific guidelines that recognize developmental awareness of our elementary aged students. Kindergarten requires the most managed and restricted environment. We ask families to avoid any nut products in their child's snack or lunches. We follow a Nut Restricted Environment in our classrooms. As our students mature, we encourage them to take more responsibility for their food allergies and dietary needs. Some Grade 1-4 classrooms are designated as "nut restricted" classrooms. We ask families in these classrooms to follow the school protocols for this food restriction.

Bacich is an open campus during after school hours, weekends and holidays. As a result, we cannot guarantee that students will not be exposed to a specific allergen.

## **PARTIES & FOOD GUIDELINES**

Classroom parties are planned and organized in collaboration with the teacher and Room Parents. Parents should check with the classroom teacher for a schedule of celebrations during the school year.

Birthday party invitations or other non-school related invitations may not be distributed at school unless every child in the class is included. Student birthdays are acknowledged and celebrated in the classroom with the teacher. Treats are not a part of classroom birthday celebrations.

Parents are asked not to share any snacks/treats with their child's class without teacher approval due to potential student allergies.

**CHEWING GUM** - Chewing gum is not allowed during the school day unless pre-arranged with a teacher.

# REQUEST FOR STUDENT INFORMATION

## *CONFIDENTIAL SCHOOL RELEASE FORMS*

Independent schools may request confidential student information for possible admission. These admission forms will be sent directly to the requesting school and not given to parents or students, as indicated on the confidential school documentation.

## *RELEASE OF MEDICAL OR OBSERVATIONAL INFORMATION*

A doctor requesting information regarding a student must submit the request in writing on a form provided by the doctor's office. The information will be returned directly to the requesting physician and not sent home with the student or their family.

## *RELEASE AND EXCHANGE FORMS*

This form, which is available in the school office, is required if a school staff member wants to speak to a student's therapist, pediatrician, previous teacher or other outside professional.

## *PARENT ACCESS TO STUDENT RECORDS*

If a parent wishes to access their child's CUM folder (cumulative record), they may do so by making an appointment with the school office. If a parent requests copies of their child's records, the school will fulfill this request within five days.

## *SCHOOL RECORDS REQUEST*

If a child is moving to another school, the receiving school will submit in writing a Request for Records to the Bacich office.

# STUDENT ACTIVITIES

## *STUDENT COUNCIL*

The purpose of the Student Council is to help with school activities and provide a leadership-training program for our students in grades 3 & 4. Two representatives from each classroom are selected during the school year. Representatives are expected to be responsible students, good citizens, and willing to give their time to meetings and other activities. They are the spokesperson for their classrooms and the Council.

## *GREEN TEAM*

The Bacich Green Team is made up of volunteers from 2<sup>nd</sup>, 3rd, and 4th grade. Our mission is to educate the Bacich community to be more responsible about the earth's resources and encourage everyone to live more sustainably. Each member has pledged their commitment to the goals of the program and to attend monthly meetings to address current issues and events. Bacich received the Zero Waste Certification for the 2021-2022 school year!

## *BACICH PEACEMAKER TEAM*

The Bacich Peacemaker Team is made up of students who, with adult supervision, mediate conflicts between their peers. At Bacich, our Peacemaker Team members work in pairs and small groups to help other students solve playground issues that may arise during lunch recess.

# RETENTION AND PROMOTION

## *KINDERGARTEN RETENTION*

see (Ed. Code 48011 & Board Policy 5123)

## *GRADE 1-5 RETENTION CRITERIA (Ed. Code 48070.5)*

The Superintendent or designee shall identify students who should be retained or who are recommended for retention.

Criteria and factors deemed important by the teacher/SST will evaluate the following information:

1. Teacher recommendation
2. Academic achievement, including standardized, District, and site assessment scores and ability
3. Social and physical levels of development
4. Attendance
5. Behavior
6. Student's age
7. Family and peer relationships
8. Impact of retention on the long term development of the student
9. Parental support/agreement

## *KINDERGARTEN TO FIRST GRADE PROMOTION*

A student enrolled in kindergarten may be advanced/promoted to the first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for first-grade work. (Ed. Code 48011) for additional information, see Board Policy #5123

### *FIRST TO FIFTH GRADE PROMOTION*

1. The student has exceeded reading, writing and math standards based on site, District and state assessments
2. The student is in the upper five percent of his/her age group in terms of general cognitive ability
3. The physical development and social maturity of the student are consistent with his/her advanced cognitive ability
4. The parent/guardian of the student has filed a written statement with the school district approving the placement in the next grade

### *APPEAL PROCESS*

If a parent disagrees with the school's recommendation for student retention or advancement of a student to the next grade, an appeal process may be initiated by contacting the District Superintendent within 10 days of the disputed determination to retain or promote.

### *INDEPENDENT STUDY*

The Kentfield School District does not provide an Independent Study program for students who are absent for more than 10 days. KSD strongly recommends that students and their families not schedule vacations and family trips during the school year. Independent Study is available for students absent between six (6) and ten (10) consecutive days. Parents must request independent study materials at least one week in advance, unless the request is due to illness.

(Kentfield Board Policy 6154 & 6158). NO ATTENDANCE CREDIT IS GIVEN FOR ANY PERSONAL ABSENCE AND WILL BE RECORDED AS UNEXCUSED. We strongly urge all families to take vacations during scheduled breaks.

# STUDENT SUPPORT SERVICES

## *STUDENT SUCCESS TEAM (SST)*

The SST team is an effective and efficient problem solving team composed of administration, school support staff and parent(s) of the child. Teachers, staff and parents may refer a particular student of concern to the school' SST team for a more comprehensive review.

As a result of noted concerns, the SST may recommend school and/or home interventions, as the first line of defense to support the student's success. Bacich staff recognizes that students vary in their learning styles and strive to offer an education, which supports student challenges and celebrates their strengths. Assessment for Special Education eligibility and support may be considered when a severe discrepancy between ability and achievement seems apparent.

## *THE LEARNING CENTER PROGRAM*

The Learning Center is a multi-tiered model of service delivery leading to increased access and achievement of students performing both above and below the core curriculum. Learning Center teachers and staff target specific areas of student need and provide support to those students who exhibit little or no progress despite high quality, standard-based core classroom instruction. The purpose of the Learning Center is to teach access strategies and to provide intensive intervention through differentiated activities, facilitated centers, integrated technology and enrichment centers. The Learning Center is a dynamic, flexible setting that provides opportunities for students to receive short or long-term support.

## *DUE PROCESS*

All students are entitled to due process. These procedures are contained in Board Policy. If suspension or expulsion is being considered, both the student and his/her parents may be given a copy of these policies at this time. Suspension will be assigned according to due process, which includes a parent conference by phone or in person. After suspension(s), the student and parent must return to school for an administrative conference before being allowed to return to class.

## *RESPECTING OTHER PEOPLE*

Bullying is aggressive behavior that is intentional and involves a real or perceived imbalance of power or strength. Bullying behavior is repeated or has the power to be repeated over time.

Bullying can be verbal, physical, psychological and can even extend to digital communications through electronic devices. Cyberbullying includes the transmission of messages, text, sound, image, video, websites, social media, or other digital means to bully another person. Whether done in person or online, the effects of bullying are the same and are completely unacceptable.

**Bullying & Cyber Bullying (EDC 48900) & (EDC 48900[r]):** The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

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

Cyber bullying includes the transmission of harassing communications, direct threats or other harmful texts, sounds or images on the Internet, social media or other technologies using a telephone, computer or any wireless communication device. Cyber bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, [Board Policy](#) and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

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

Please visit the [Bullying page](#) on the district website for more information on bullying and district policies and procedures.

#### *HARASSMENT (EDC 48900.4)*

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability or sexual orientation.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student

conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

### *CARE OF PROPERTY*

Stealing or disrespecting property of others will result in an office referral and appropriate consequences that may include detention, loss of an activity, restitution and/or suspension.

## DRESS CODE

Bacich Elementary School expects that all students dress in a way that is appropriate for the school day or any school sponsored event. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). Parents are asked to label all clothing with the student's name. Our dress code reflects the following values:

- Appropriate school attire keeps the focus on learning and safety
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Dress code enforcement should not result in unnecessary barriers to school attendance.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where supportive clothing is needed, such as PE (athletic attire/shoes)
  - Clothing must not restrict or inhibit the wearer from performing a full range of movement including: sitting, bending, reaching, running, or playing when at recess or lunch.
  - Clothing should not require constant readjustment to keep it in place or it too becomes a distraction to the wearer. It should not expose underwear or the buttocks of the wearer.
1. Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way that the buttocks and breasts are fully covered with opaque fabric. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.
  2. Students Must Wear, while following the basic principle of Section 1 above:
    - A Shirt, AND
    - Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts), AND
    - Shoes (sturdy, safe and suitable for running and jumping, recess play and other physical activities)
  3. Students May Wear as long as these items do not violate Section 1 above:
    - Hats, which must allow the face to be visible to staff
    - Religious headwear

- Hoodie sweatshirts (wearing the hood is allowed, but the face and ears must be visible to school staff) Hoods are to be removed during school assemblies
- Fitted pants and yoga pants
- Pajamas
- Ripped jeans, as long as underwear and buttocks are not exposed
- Tank tops, including spaghetti straps, halter tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under clothing (as long as this is done in a way that does not violate Section 1 above)

4. Students Cannot wear:

- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal activity)
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized group
- Swimsuits (unless for a school sponsored field trip or event)
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears (except as a religious observance)
- Flip flops

*PROGRESSIVE CONSEQUENCES FOR INAPPROPRIATE DRESS*

- A staff member may request that the student choose something else to wear that is more appropriate for school. The Office has extra items of clothing for student use. If a top is inappropriate, we may provide a shirt as a cover-up. If a message is inappropriate, we may have the child reverse his/her shirt.
- A parent phone call or conference may be arranged with the student, parent(s), and staff.
- Behavior Management Card/meeting with parent(s), student and school Administration

# SCHOOL SAFETY

## *PLAY FIGHTING*

Rough Housing in the halls, eating areas and playground threaten the safety of others and is not permitted. Any kind of play fighting, or unsafe games are not permitted. Causing or threatening to cause physical injury to another student is forbidden.

## *WHEELED TRANSPORTATION DEVICES*

Bicycles, skateboards, scooters or other wheeled transportation devices are not allowed to be ridden anywhere on campus from the hours of 7:30 a.m. - 2:53 p.m. Students should walk their bikes, scooters and skateboards on school grounds. When riding to school, using any of these transportation devices, helmets must be worn.

## *TRANSPORTATION SAFETY RULES*

Students are expected to follow all safety rules for transportation, riding with traffic as close to the right side of the road as possible, stopping at stop signs, riding solo and in single file, using paths when provided and walking bikes, scooters and skateboards across crosswalks. Bicycles are to be locked securely in the bike racks provided at school; they are not to be left in the bike racks overnight. Bacich School is not responsible for theft or damage to bicycles, skateboards or scooters while on school property. Motorized vehicles of any kind are not permitted on campus.

## *BUYING AND/OR SELLING*

Buying and/or Selling: Students are not allowed to buy, sell or trade merchandise for personal profit on campus.

## *CLOSED CAMPUS*

Students are not allowed to leave the Bacich School campus during school hours unless accompanied by an adult on a school authorized field trip or activity.

## *CROSSWALKS*

Students are expected to stop, look and listen before entering any crosswalk. If a crossing guard is present, students are expected to follow their directions.

## *ANIMALS ON CAMPUS*

Dogs and other four-legged animals are not allowed on campus per board policy. Service dogs are an exception. (BP #6163.2)

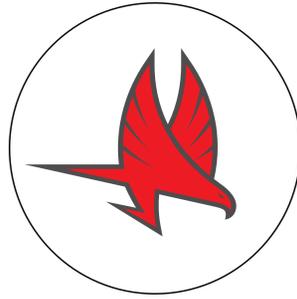
## *DRUGS, ALCOHOL, AND TOBACCO*

Tobacco, including chewing tobacco, electronic cigarettes, alcohol and other drugs, including drug paraphernalia, are forbidden.

## *WEAPONS*

Weapons, look alike weapons, explosives, firearms, firecrackers, knives, laser devices and other dangerous objects are forbidden at any time during school, at school activities or on the way to or from school. According to California Education Code (48900), bringing any of these items to school will result in suspension and possible loss of an activity.

Questions? Call Principal Maria Martin at (415) 925-2220 or [mmartin@kentfieldschools.org](mailto:mmartin@kentfieldschools.org)



**Adaline E. Kent Middle School**  
Parent and Student Handbook  
*2023/24*

**Kent Middle School**  
**Our Social Vision for Our School**

The Kent Middle School community works to ensure that each Kent Falcon reaches their fullest academic, social, and creative potential. Each member of our community is nurtured to reach high, work hard, and be kind.

At Kent Middle School, students learn to be good citizens by respecting everyone on campus, and giving back to the community. They have the courage to take positive social and academic risks. Kent provides opportunities to grow through academics, athletics, and social/club activities. We are a community and our campus is the heart of the Kentfield community. Students, teachers and parents feel proud to be part of Kent Middle School.

Here are examples of what we strive for:

**Students who:**

- include others in the classroom and at recess.
- are confident to stand up for what they know is right.
- have the courage to hang out with someone new.

**Parents who:**

- trust the expertise of faculty as professional educators.
- hold their children accountable for their actions.
- act as good role models.

**Teachers who:**

- communicate and collaborate with parents.
- follow a school-wide protocol for student behavior/consequences.
- are dynamic and engaged with students both in and out of the classroom.

**Principal and Assistant Principal who:**

- are trusted by the community and empowered to lead.

**Grade Level Throughlines:**

**What is a through line?**

A through line is a theme and/or concept consistent across the experience of a grade level, with the intention to integrate the concept within curricular areas, advisory, school-wide activities, etc.

**How will we use our through lines?**

We will look for opportunities to integrate through lines into curricular areas, and school-wide initiatives. Students will be very familiar with their grade level through line, and it will be a topic we regularly revisit and reinforce with our students.

<p><u>5th Grade:</u> <b>Independence:</b> How can I take charge of myself and contribute in all of my communities?</p>
<p><u>6th Grade:</u> <b>Impact:</b> How do my choices and actions affect me, my family, my community?</p>
<p><u>7th Grade:</u> <b>Perseverance:</b> How can I learn from my mistakes and grow?</p>
<p><u>8th Grade:</u> <b>Legacy:</b> How do my actions and my words define my character?</p>

## Profile of a Socially Conscious Graduating 8th Grade Student

The Kentfield School District strives to prepare students to contribute to their future communities with a global perspective, while displaying compassion for others. To this end, we have established profile statements to describe the knowledge, skills, and attributes we strive to nurture within our students prior to their graduation from Kent Middle School.

### **Knowledge: *A Socially Conscious 8th Grader Prepared to Influence Positive Social Change Knows...***

- That lived experience across History and geography differs significantly among groups of people, and that those in power control privilege and wealth, and perpetuate disproportionate patterns.
- That true knowledge of History requires seeking out and learning multiple perspectives, including the viewpoints of those not typically represented in History curriculum.
- That oppression of various identities including race, sex/gender, class, sexual orientation, age, ability, and religious beliefs has shaped the lived experience of members of these groups.
- That people have addressed social injustice through a variety of actions, and these movements are vehicles to create positive change

### **Skills: *A Socially Conscious 8th Grader Prepared to Influence Positive Social Change Will Be Able To...***

- Demonstrate self-awareness, self-efficacy, and self-management. Express pride in their identity without denying the value of others.
- Interact comfortably regarding differences/disagreement, demonstrate curiosity for connecting and relating to others with empathy and build strong relationship skills.
- Read and think critically, be responsible and ethical with their actions and decisions, and identify personal bias.
- Have difficult conversations in a respectful manner, show proficiency in communication skills such as listening, speaking, writing and presenting, and use these skills to speak up and out.

### **Attributes: *A Socially Conscious 8th Grader Prepared to Influence Positive Social Change...***

- Is a good listener, a flexible thinker, reflective and inquisitive, and has a growth mindset.
- Is open-minded and inclusive, respectfully curious, empathetic and kind, and strives to value others without judgment.
- Seeks to understand their place as a global citizen, attempts to view social dynamics through an equity lens, and uses a personal moral compass as a guide to do the right thing.
- Is willing to move out of their comfort zone, advocates for oneself and others, and strives to have courage to speak one's truth and/or take action.

## ACADEMIC PROGRAM

Kent Middle School (Kent) is part of the Kentfield School District, a dynamic learning community that prepares individuals for a lifetime of intellectual exploration, personal growth, and social responsibility. The District's strategic plan motivates students, teachers, and community members to value diversity among all stakeholders, seek inspiring academic and creative pursuits, and to establish connection between each other, our learning, and our world. Kent inspires and challenges all students to live, learn, and lead to their fullest potential, while also providing a high quality education that empowers every student to reach high, work hard, and be kind. Highlights of the campus include our extensive solar powered generation facilities, a fully stocked woodshop and Maker's Space, art facilities, two learning centers, science lab spaces, a full library, our dedicated music building, and extensive athletic facilities.

Kent Middle School focuses on educating the whole child, balancing academic rigor with social and emotional wellness. We strive to pique student interest and curiosity, creating independently driven learners. By leveraging the talents, skills, and passions of our staff, we are able to maximize student learning. At the beginning of each day, students are greeted by their teachers and the Falcon News broadcast, a daily news show produced by students that makes timely announcements and highlights the many extra-curricular activities available. Kent Middle School staff are committed and exceptional educators who work collaboratively to create inquiry-based learning activities and student-specific intervention strategies. For students requiring additional support before and during school, intervention programs are offered in both reading and mathematics. Targeted special education supports are provided by highly skilled and highly qualified education specialists, for those students who qualify.

Our English Language Arts and Math teachers design and implement rigorous, challenging, and differentiated Common Core aligned instruction designed to meet the diverse needs of all learners. Our Science department implements the Next Generation Science Standards (NGSS) through innovative, lab-based science instruction. Our History department focuses instruction around essential questions that help students connect their learning of history to inform their understanding of the present. Students' instructional day is enriched with electives including art, music, woodshop, makers, social action, journalism, public speaking, and more. Additionally, Spanish is offered as an academic enrichment for all 7th and 8th graders. Our Physical Education department emphasizes collaboration, teamwork, and skill building through fun and challenging physical activity. Social and emotional development is also a focus and a strength at Kent. Our school implements a robust advisory program where students have common experiences around social and emotional learning and shared problem solving utilizing common lessons and common language across the school. All of these elements, and more, combine to create the unique environment of Kent Middle School, a place where adolescent learning and social growth are nurtured daily.

## ACADEMIC EVALUATION

**STANDARDS BASED GRADING** – Current research in education suggests that traditional A-F grading systems can be detrimental to student learning, confidence, self-image, and academic progress. For this reason, many schools of middle level education, including Kent Middle School, have adopted Standards Based Grading systems to replace A-F grading. At Kent, there are between 12 and 15 learning targets established for each academic class based on academic standards relevant for the course. Enrichment, Spanish, music, and physical education classes each have between 3 and 7 learning targets established for each class. Students will receive feedback from their teachers regarding their progress on these learning targets, utilizing the following descriptors.

### Progress Indicators Towards Learning Targets

<b>Beginning (BG)</b>	<b>Approaching (AP)</b>	<b>Meeting (MT)</b>	<b>Exceeding (EX)</b>
<p><b>Beginning Standard</b></p> <p>Student is just starting their work in understanding the concept and applying the skill, and likely displays many misunderstandings and lacks consistent success with the skill.</p>	<p><b>Approaching Standard</b></p> <p>Student shows understanding of most of the content and can apply the skill with some success.</p>	<p><b>Meeting Standard</b></p> <p>Student displays grade level proficiency in their understanding of the content, and application of the skill.</p>	<p><b>Exceeds Standard</b></p> <p>Student shows mastery of the content and skill well beyond grade level proficiency.</p>

**HABITS OF LEARNING** – In addition to academic and creative learning targets, we also provide students feedback on their learning habits. Habits of Learning are academic mindsets, ways of being, and student behaviors that learners employ while participating in school. Habits of Learning refer to how students approach the process of learning and the ways they take on their school responsibilities. At Kent, the Habits of Learning that students are provided feedback on are **Collaboration, Community-Mindedness, Engagement, Independence, Organization, and Work Completion**. The same progress descriptors used to capture a student’s progress toward proficiency on academic and creative learning targets, are utilized to show progress on Habits of Learning.

<b>Habit</b>	<b>Description</b>
<b>Independence</b>	Comes prepared with materials; perseveres when work gets challenging; sets goals and monitors progress in learning; tries new approaches; has a growth mindset
<b>Engagement</b>	Participates in classroom activities and discussions; remains on task during class time; listens actively; shows intellectual curiosity; is reflective
<b>Work Completion</b>	Completes assigned tasks and activities in a timely manner
<b>Collaboration</b>	Works respectfully with others; contributes responsibly in group discussions; generates ideas for others to consider; listens to and builds on others’ ideas
<b>Community Mindedness</b>	Follows classroom norms of behavior; actively seeks and integrates differing perspectives and viewpoints; demonstrates empathy, kindness, and respect towards others
<b>Organization</b>	Utilizes systems/structures to maintain order with materials and with time; submits quality work that meets the criteria of each assignment

**REPORTING TO PARENTS** – Throughout the school year there will be formal and informal reports on an individual student’s progress toward meeting the essential standards established for each course, and progress on employing Habits of Learning. Parents and students can access markings at any time through the Aeries parent or student portal. Both students and parents may contact an individual teacher whenever there is a concern about missing assignments or student progress (reference staff directory at front of agenda).

**REPORT CARDS** – Report cards will be finalized three times per year, at the trimester marks. Progress toward standard markings and comments are used for grades five, six, seven and eight, and can be accessed at the end of the trimester through the Aeries parent/student portal.

## **HOMEWORK GUIDELINES**

**HOMEWORK DEFINED** - Homework consists of required student academic activities completed while not under the direct supervision of the assigning professional educator.

**PURPOSE OF HOMEWORK** - Homework serves to extend the learning and practice opportunities for students beyond the classroom and the school day, and provides feedback to the teacher and student about how learning is progressing.

### **HOMEWORK GUIDELINES AT KENT -**

- All homework assignments fall into one of the following categories: pre-learning, check for understanding, practice of content already learned, or processing of content already learned.
- Homework must directly connect to classroom learning, and teachers will make every effort to make that connection visible and explicit.
- Homework/projects may be assigned Monday through Thursday, and will not be assigned for the weekends or over school breaks. Students in accelerated math classes (Math 7+ and Algebra) will receive additional homework or assignments during weekends/breaks. Additionally, students may choose to work on long term projects over weekends or breaks.
- In all grades, a 30 minute minimum nightly reading expectation exists as an essential and required component of the daily academic experience outside of school.
- Studying for quizzes and/or tests shall be considered a part of the nightly homework on evenings preceding a quiz and/or test, and should fit within the allocated minutes for that night. Quizzes/tests shall not be given on the day following a weekend or break.
- Homework will not be assigned in Expressions and Enrichment classes with the exception of practice for presentations/performances. Spanish students should spend 10 minutes per night practicing vocabulary/grammar concepts. Music students should spend 20 minutes per night practicing their assigned instrument.
- Teachers clearly post all homework assignments in their classroom with most teachers using Google Classroom. Teachers expect students to record these assignments in their agendas. Students should also establish a homework buddy in each class to double check homework assignments.
- If students are consistently unable to complete homework assignments independently, the student shall communicate with the teacher. The teacher, student, and family will create a plan to support the student and address the concern.

The maximum number of homework minutes per night will not exceed:

- Grade 5 – Up to 80 minutes (inclusive of 30 minutes reading and 20 minute instrument practice)
- Grade 6 – Up to 90 minutes (inclusive of 30 minutes reading and 20 minute instrument practice)
- Grade 7– Up to 120 minutes (inclusive of 30 minutes reading and 10 minute Spanish practice)
- Grade 8 – Up to 120 minutes (inclusive of 30 minutes reading and 10 minute Spanish practice)

## ACADEMIC HONESTY

Kent Middle School is committed to encouraging students to assume responsibility for their own ethical behavior and to foster ethical behavior in others. In pursuit of this ideal, the Kent staff acknowledges that being a person of integrity is sometimes difficult. Therefore, academic honesty is a shared responsibility among students, parents, and school staff.

Academic dishonesty includes, but is not limited to:

1. Copying or claiming credit for work that is not your own. This includes work completed by tutors, friends, parents, or siblings, or work copied and pasted from the Internet;
2. Turning in purchased essays or essays (whole or partial) from the Internet or written by someone else;
3. Turning in writing composed by Artificial Intelligence (AI). Work composed through AI tools is not considered your own original work and is a form of academic dishonesty;
4. Allowing others to copy or claim credit for your work;
5. Having in-view notes or other unauthorized material including technology during a test or other assessment;
6. Giving or receiving answers to a test or other assessment; this includes talking during a test;
7. Forgery: Example, signing documents intended to be signed by your parents;
8. Plagiarism includes: Copying or paraphrasing, in whole or in part, published works or the ideas of others without proper citation. Downloading of documents without citing the source is plagiarism. Turning in passages of writing composed by Artificial Intelligence is plagiarism.

**Consequences:** Failure to practice academic honesty may result in, but is not limited to, the following:

### **First Incident:**

- Student is notified by the teacher and does not receive credit for the assignment in question.
- Teacher contacts parent/guardian and records the incident in Aeries.
- Student is required to redo the assignment in question (at discretion of the teacher)

**Additional Incidents:** In addition to the above, may include:

A conference scheduled with Principal or Assistant Principal, student, teacher, and parent to discuss appropriate response.

## KENT LIBRARY

The mission of the Kent Middle School library is to create a safe, inviting, and comfortable learning space for students and staff. The library will be used to support the 21st century curriculum and will serve as a place to share the love of reading, investigating, and learning. It will be a safe place to be yourself, share your thoughts, and find community.

**LIBRARY USAGE** – During school hours, students may visit the library with their teacher's permission. Students are also encouraged to use the library before school, during morning recess, and at the lunchtime recess. In order to make the library a useful and pleasant place for students and staff, it is necessary to maintain the following rules. Students who disregard these regulations or disrupt normal activities will be asked to leave the library. Disciplinary action may be taken.

- Students must clean up their own work areas before leaving: return materials, clean tables, replace chairs under tables, log out of computers, etc.
- Gum, food, drinks, and backpacks (cubbies provided) are not permitted.
- Students must be respectful, responsible, and kind.

- Destruction, defacing, or theft of materials will result in referral to administration and full monetary replacement of stolen or damaged materials.
- Lost books require the student to purchase a replacement copy of the book.
- Students must use the library's computers for school-related work only.

**LOAN PERIOD** – Books are loaned out for three weeks and are always due back three weeks from the Friday of the week they were checked out. Materials may be renewed for another three weeks, as long as no one else is waiting for them.

**OVERDUE MATERIALS** – Students are expected to return all materials when they are due. Students with overdue books will not be permitted to check out library materials until they have been returned or renewed. Students who lose or damage library materials are to purchase a new copy of the missing or damaged item. Items can be purchased through local booksellers or ordered through Amazon.com and sent directly to the Kent Library. At the end of the school year, students must settle all library obligations.

### **DISTRICT RULES FOR COMPUTER USE**

The following rules apply to all computers, equipment, and systems owned or operated by the Kentfield School District. **Failure to comply with these rules may result in the temporary or permanent loss of some or all computer privileges.**

In addition, students must also follow the rules described in the Student Acceptable Use Agreement And Release Of District From Liability (board policy E 6164.3). Students will not have access to the Internet until their parent or guardian has signed the portion of the online registration covering such use.

Students who are issued an assigned device through the 1:1 program must also agree to follow the rules described in the 1:1 Program Agreement for Families and Students

1. No student may reveal any **personal information**, such as name, address, phone number, email address, or school affiliation, on any website (S)he/they accesses, unless given specific permission by a teacher.
2. Students may not use the school district's computers or computer-related equipment, the Internet, email, or any electronic means of communication to engage in **harassment**, bullying, or other forms of disrespect, or to display inappropriate words or images.
3. Text, images, videos, or other material may be **downloaded** only for educational purposes, and only with teacher permission. Any materials used must be cited.
4. It is prohibited to install, or run any **software** not expressly approved by the teacher for that lesson at that time.
5. It is prohibited to remove, modify, or copy **software** from the school district's computers or file servers.
6. Students are not allowed to send or receive **personal email** messages without teacher permission.
7. Students may only use **chat** or instant messaging for a class assignment, and only in connection with the assignment, and only with teacher permission under that teacher's supervision.
8. Students may not access **another individual's** computer, account, or files, and may never modify or delete another individual's files. Files may be shared for a project only with teacher permission.
9. Students may only play computer **games** when given specific permission to do so by a staff member.

10. During class time, students may use the school district's computers or the Internet or any other software or computer-related device **only for the assigned activity**.
11. Students will be allowed to use computers, laptops, iPads, printers, scanners, cameras and other electronic equipment only after instruction on the proper use and care of that equipment and only with the permission of a staff member. Misuse or mistreatment of the equipment may result in loss of the privilege to use the equipment.
12. Students may not touch anyone else's mouse, trackpad, keyboard, or other computer accessory, unless instructed to do so by the teacher.
13. **Food and drink** are not permitted around computers.
14. **Magnets** are not permitted near computers or other computer equipment.
15. Students may only share documents or files with others (the electronic Share function in Google or similar applications) for a specific school-related project, and only with permission of the teacher.

## **STUDENT ACTIVITIES**

Kent Middle School provides opportunities for our students to grow and thrive through social activities and athletics. We encourage all students to pursue interests in areas outside of academics, and to become involved in school through participation in a wide range of student activities.

**GOOD CITIZENSHIP** – Students are encouraged to assist in school activities such as helping in the library, aiding staff members, and cleaning the campus. A “Falcon Feather” will recognize acts of integrity, good citizenship, and special service. Falcon Feather awards are given to students by any staff member, and may lead to prizes and future student recognition.

**ACADEMIC COMPETITIONS** – Several opportunities exist during the year for students to participate in special academic events. In the past, students have participated in the Spelling Bee, Mathletes, and Margie Burke Speech Competition. These activities provide special ways to extend the learning experience.

**COMMUNITY SERVICE** – Kent Middle School encourages all students to participate in, learn from and enjoy activities that aim to help others in the school, local or wider community.

There are many ways to participate in Community Service. Some examples are:

- Community drive projects organized by student activities and approved by the Student Leadership Board;
- Opportunities within clubs at Kent to help others or help the planet (such as Eco Action Club);
- Volunteering programs or events available through non-profits in the larger Marin/Bay Area community; and
- Any community service project you create on your own!

Each school year, the following hours are suggested:

- 5<sup>th</sup> Graders - 5 hours
- 6<sup>th</sup> Graders - 6 hours
- 7<sup>th</sup> Graders - 7 hours
- 8<sup>th</sup> Graders - 10 hours (*as part of the 8<sup>th</sup> Grade Social Action Project*)

**STUDENT LEADERSHIP BOARD** – The primary purpose of the Student Leadership Board is to promote school spirit and pride, sponsor special events, raise funds, plan and coordinate student activities, and serve as a voice for students to

the staff, other schools, and the community. Meetings will be held on a regular basis and their representatives will give reports of the meetings to all students during Advisory periods.

**KENT HOUSES** – Students at Kent are organized into four falcon houses: **Caracara, Kestrel, Merlin, and Peregrine**. Siblings are typically assigned to the same house as one another. Houses are used to generate school spirit by earning house points. House points are awarded for dressing up on spirit days, fundraising, and community service. At the end of the school year, the house with the most points wins the Kent Middle School House Award and has their name placed on the perpetual falcon trophy.

**LUNCH COMMITTEES AND CLUBS** – Committees are formed through sign-ups to plan special events. Some of the committees are Dance, Spirit, Scrapbook, Graduation, and Yearbook. These committees meet regularly during lunch. A wide variety of lunchtime clubs are offered daily at Kent. Clubs are all student run, with the support of a staff advisor, typically a teacher who permits the club to meet in their classroom. Examples of successful clubs include the Eco-Action Club, knitting club, chess club, Dungeons and Dragons club, and much, much more!

**AFTER SCHOOL SPORTS PROGRAM** – Sports are available for all students in grades 6-8 who wish to participate in competitions with other area schools. The activities include: cross-country running (5th grade included), flag football, volleyball, basketball, and golf. All students are encouraged to participate. Tryouts and practices are advertised in the school's daily bulletin and the District's weekly community newsletter.

**DANCES AND GAMES NIGHT** – Seventh and eighth graders have dances at Kent, which are sponsored by the Student Leadership Board and organized by a committee of 8th Grade student representatives. Fifth and Sixth graders can participate in a Games Night each spring. The parent Graduation Committee sponsors and runs the eighth grade graduation dance on the last day of school.

**REQUIREMENTS FOR STUDENT ACTIVITIES AND SPORTS PARTICIPATION** – Chronic and/or serious misbehavior may be cause for dismissal from a sports team or an extracurricular activity/club at Kent. If a student is absent from the school day they may not participate in any school events, such as sports, track meets, plays, games nights, or dances on that date.

### **COUNSELING PROGRAM**

Students may make an appointment to see the counselor by filling out a request form provided by the office or counselor. The counselor is available to help students with academic, social and family challenges, or any matters that interfere with learning. In addition to our school counselors, we also host a counseling intern, who may work with individual students and student groups, in partnership with our school counselors.

Parents are invited to contact the counselor whenever concerns arise about their child's school or home situation. Parent-Teacher Conferences may be arranged through the counselor. We refer to them as "All Calls," which means ALL of the student's teachers are called to the meeting. They are usually scheduled at 8:00AM.

Diana Bokaie	Counselor, Liaison to 7th & 8th grades	dbokaie@kentfieldschools.org
Debbie Freed	Counselor, Liaison to 5th and 6th grades	dfreed@kentfieldschools.org
Corey Shaw	Counselor, Liaison to 5th & 6th grades	cshaw@kentfieldschools.org
Geoffrey Murakami	Counseling Intern	gmurakami@kentfieldschools.org

## ATTENDANCE REGULATIONS

**ATTENDANCE** – Regular attendance plays an important role in student achievement. Students have the responsibility to be punctual and attend classes on all regularly scheduled school days unless ill or excused for another explained absence. Families play an important role in getting children to school on time and are responsible for their child’s attendance at school. Students should not arrive at school before 8:15 AM except for attendance in a “zero” period music or intervention class. Additionally, students are expected to leave campus at the conclusion of school each day. There is no school sponsored supervision on campus prior to 8:15 AM on school days, and school sponsored supervision concludes 15 minutes after the end of school each day.

**VERIFYING ABSENCES** – Parents or guardians must verify all absences by calling the 24 hr. attendance voicemail line 458-5972 or email [kent-attendance@kentfieldschools.org](mailto:kent-attendance@kentfieldschools.org) as soon as possible.

- Any absence that has not been verified by a parent/guardian within 1 day will be considered unexcused.
- Students arriving late are to report to the attendance office before going to class.

**EXCUSED ABSENCES** include:

- Illness
- A medical or dental appointment
- Bereavement of an immediate family member
- Religious observance days

Parents are encouraged to schedule medical appointments outside of school hours whenever possible. When a student has had 14 absences in the school year for illness as verified by a parent, a physician must verify any further absences for illness.

**UNEXCUSED ABSENCES** – The Kentfield School District strongly recommends that students and their families not schedule vacations and family trips during the school year. Vacations/trips during school days or staying home to finish homework for a project for a class are considered examples of **unexcused absences**. A student may incur any or all of the following consequences: unsatisfactory work completion, missed learning opportunities, referral to administration, and/or referral to the Student Attendance Review Board.

**CHRONIC ABSENTEEISM** - Per California *Education Code (EC)* Section 60901(c)(1) a student who is absent for any reason (excused or unexcused) for 10% or more school days from the date of enrollment to current date is considered chronically absent. Chronic absenteeism can lead to academic challenge, social and emotional struggles, and overall disconnection from school. School attendance is compulsory in California, and Kent staff will work closely with families of chronically absent students to ensure attendance patterns improve.

**TRUANCY & STUDENT ATTENDANCE REVIEW BOARD** – Education Code Section 48260 defines a “truant student” as one who has been absent from school without a valid excuse three days or tardy in excess of 30 minutes on each of three days, or any combination thereof, in a school year. Education Code Sections 48261/48262/48264.5 define a “habitual truant” as one who has been absent from school for 30 or more minutes without valid excuse three or more times per school year.

The formal procedure for addressing truancy includes issuing letters of notification to parents of truant students, meeting with an administrator as a means of intervention, meeting with the Superintendent, and/or request to appear before the Marin County Office of Education Student Attendance Review Board (SARB), which may result in legal consequences and/or a student receiving an alternative school setting.

**LATE TO CLASS POLICY** – Students who are tardy disrupt the educational activity of the classroom. It is important for students to come to school on time. Therefore, when a student accumulates tardies in their attendance record, the school will respond to support improved attendance.

- Grade level administrators will monitor student tardies and intervene following the below standards in an effort to improve attendance patterns.
  - 5 Tardies in One Trimester - Conversation with Administrator, Note Home to Family
  - 10 Tardies in One Trimester - Lunchtime Detention / Community Service Assigned
  - 15 Tardies in One Trimester - Additional Lunchtime Detention / Community Service Assigned, Meeting with Administrator/Family
  - 20 Tardies in One Trimester - 2 Additional Lunchtime Detentions / Community Service, Meeting with Administrator/Family
- Teachers will notify parents when a student’s tardies are affecting their performance in class and will reflect tardiness on the report card.

**ATTENDANCE NOTICES** - Kent Middle School teachers and administration expect consistent and timely school attendance from all students. When students experience irregular attendance patterns, families can expect to receive notifications from the school to draw attention to attendance concerns. Attendance notices are sent out at regular intervals for students with unexcused absences, students who are chronically absent from school, and students who are consistently tardy to class.

**HOMEWORK DURING ABSENCES** – A student is not excused from completing assigned schoolwork when absent from school. It is the responsibility of the student to obtain, complete, and turn in missed class work and homework assignments as soon as practical after returning to school, or by special arrangement with the teacher assigning the work. The level of responsibility required varies with the student’s grade level. It is each individual teacher’s discretion to excuse classwork missed due to absence.

**ILLNESS AND HOMEWORK** – If a student is too ill to do any homework, make-up work can be requested upon the student’s return to school.

**MAKE-UP WORK** – Students who miss school work because of an **excused absence** shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. Parents and students will find specific guidelines for completion of work below.

- **Homework may not be requested through the office.** In the event of a **planned or excused** absence it is the student's responsibility to check with all teachers to obtain assignments. In the case of an **unplanned** absence, it is expected that students will obtain any missed classwork and homework assignments, as soon as possible. Handouts and other written materials are available upon return to school, or may also be accessed through Google Classroom. In an excused absence, students are afforded the same number of days they were absent to make up homework. Long-term assignments will be due on the date scheduled except in cases of extenuating circumstances and with the prior agreement of the teacher.

## INDEPENDENT STUDY

Under Kentfield School District policy, independent study can be requested 7 days prior to a planned absence of 6 to 10 school days. Assignments provided after the absence will be given one day for each day missed to complete and return. Any work not turned in at the designated time may not be accepted. It is the parent/guardians and student's responsibility to request, pick up, and turn in work upon their return to school. For absences that exceed 10 days, it is the responsibility of the parents/guardians to provide for the educational needs of their child. Please contact the Kent School office for more information.

## STUDENT HEALTH

**COVID-19 MITIGATION STRATEGIES** – We are committed to follow all local and state public health requirements with regard to Covid-19 mitigation strategies. The Kentfield School District considers all public health recommendations seriously, and establishes requirements and expectations for Covid-19 mitigation strategies in our school community.

**GOOD HEALTH PRACTICES** - We do everything we can at Kent School to promote good health practices—personal health/hygiene, communicable diseases, and family life. Education programs are offered through the grades in areas of drug, alcohol, and tobacco use so that children understand that these pose a serious threat to health.

**TOBACCO-FREE SCHOOL** – State law specifically prohibits the possession and use of drugs, alcohol, and tobacco on school premises. The Kentfield School District is proud to be a tobacco free district. Tobacco use is prohibited on all agency property and at all school sponsored events. This policy is enforced. Any violation will result in suspension and/or expulsion and law enforcement may be notified.

**ILLNESS** – For their own protection and for the protection of others, students should not attend school when they are not well. The school office has very limited facilities for assisting students who are ill. It is not possible to allow students to remain in the office for an extended period of time. **Students need to be kept home when they have a fever and/or have vomited, and for 24 hours following the end of the fever and/or vomiting. They also need to stay home for 24 hours following the start of a course of antibiotics.**

- A note from the doctor is needed if a student needs to be excused from Physical Education.
- When a student has had 14 absences in the school year for illness as verified by a parent, a physician must verify any further absences for illness.

**EMERGENCY INFORMATION** – Emergency information is to be provided to the school at the beginning of each school year. All information must be kept up to date so that the appropriate persons can be notified in the event of an accident or emergency. **Parents should access their parent username and password to log into Aeries and update**

**contact information whenever there is a change.** Names of persons to contact should be known by the students as well as the office.

**IMMUNIZATIONS** – All students entering 7<sup>th</sup> grade must be current with all immunizations including: Tdap, MMR (measles, mumps & rubella) and a Hepatitis B series. TB tests are required for all students attending from out of the country and recommended for any student who has traveled.

**MEDICATIONS** – By law, we are not allowed to give students any medication. If a student needs to take prescribed medication during school hours, there must be an Authorization to Administer Medication form signed by both the parent and the doctor on file. Such medications will be kept in the school office unless a student needs to carry medication, such as inhalers or allergy medication such as an EpiPen. Forms are available in the Kent office.

**VISION SCREENING** – Per California Education Code, Section 49452, each student’s vision will be appraised by the school nurse or other authorized person every three years until the student has completed the eighth grade. The results shall be entered in the student’s health record.

**HEARING SCREENING** – Per California Administrative Code, Title 17, each child shall receive a hearing-screening test in fifth and eighth grade and the results entered in the health record.

**PUBERTY AND SEXUAL EDUCATION** – Parents will be notified before any puberty and/or sexual education classes are held. Puberty education is typically a part of the 5th grade program, while sex education and responsible decision making is a part of the 7th and 8th grade programs.

#### **GENERAL INFORMATION**

Full text of all District policies are available on the following page, also accessible through the district website:  
(<http://www.gamutonline.net/district/kentfieldesd/>)

**CELEBRATIONS** – Birthday invitations may not be distributed at school. Neither students nor parents may decorate lockers, or bring gifts, balloons, or treats to school.

**FORGOTTEN ITEMS FROM HOME** – Please communicate ahead of time with your child about delivering their lunch or classwork to school in the front office. There are plastic boxes in the school office for you to drop off these items. It is up to you to instruct your child to check the school office if they have forgotten a homework assignment, lunch, money, musical instrument, or after school equipment. Given the complexities of a middle school day and middle school schedule, we may not be able to call the classrooms to alert your child. Homework not picked up by the end of the school day will be placed in the teacher’s mailbox. The office staff will make every effort possible to find students during lunch.

**CLOSED CAMPUS POLICY** – Providing a safe and orderly campus environment is important. Therefore, all students are required to stay on campus for the entire school day. Once a student enters the campus at any time in the morning, even just to drop off a backpack, they are required to remain on school grounds and may not leave until the end of the day or a parent picks them up. Students may not leave the grounds at any time except in the company of a parent or authorized person, who must sign the sign out log located in the office. All visitors, including parents, are required to sign in at the office and wear a visitor badge while on campus. Parents are asked to be considerate of this request as it is designed to keep our children safe.

**LEAVING CAMPUS** – If a student needs to leave early, a parent or guardian must come into the office and sign the student out. If this is someone other than an authorized adult in Aeries, then a written note or phone call to the office is

required. If checked out early, students may only walk or ride their bike home after a parent/guardian checks the child out from school in person.

**DRESS CODE PHILOSOPHY** – Kent Middle School expects that all students dress in a way that is appropriate for the school day or any school sponsored event. Student dress code choices should respect the school’s intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student’s attire resides with the student and their parent(s) or guardian(s). We believe that choosing a school-appropriate outfit begins at home and that what a student wears is ultimately the parents’ responsibility. Our values are:

- Appropriate school attire keeps the focus on learning and safety.
- Teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement. Please work with your child to find school-appropriate outfits.
- Dress code enforcement should not result in unnecessary barriers to school attendance.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as Science or PE (athletic attire/shoes)
- Clothing must not restrict or inhibit the wearer from performing a full range of movement including: sitting, bending, reaching, running, or playing when at recess or lunch.
- Clothing should not require constant readjustment to keep it in place or it too becomes a distraction to the wearer. It should not expose underwear or the buttocks of the wearer.

**1. Basic Principle: Certain body parts must be covered for all student at all times.**

Clothes must be worn in a way that buttocks and breasts are fully covered with opaque fabric. However, cleavage should not have coverage requirements. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

**2. Students Must Wear, while following the basic principle of Section 1 above:**

- A **Shirt** (with fabric in the front, back, and on the sides under arms), **AND**
- **Pants/jeans or the equivalent** (for example, a skirt, sweatpants, leggings, a dress, or shorts), **AND**
- **Shoes**

**3. Students May Wear as long as these items do not violate Section 1 above:**

- Hats, which must allow the face to be visible to staff
- Religious headwear
- Hoodie sweatshirts (wearing the hood is allowed, but the face and ears must be visible to school staff)  
Hoods are to be removed during school assemblies
- Fitted pants and yoga pants
- Pajamas
- Ripped jeans, as long as underwear and buttocks are not exposed
- Tank tops, including spaghetti straps, halter tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under clothing (as long as this is done in a way that does not violate Section 1 above)

**4. Students Cannot wear:**

- Violent language or images
- Images or language depicting drugs or alcohol (or any illegal activity)
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized group
- Swimsuits (unless for a school sponsored field trip or event)
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears (except as a religious observance)

**TEXTBOOKS/LIBRARY BOOKS** – Textbooks/library books are the property of the Kentfield School District and are loaned to students for use during the school year. Books must be kept in good condition. Students are responsible for the cost of lost or damaged textbooks/library books. Yearbooks will be withheld until textbook/library book obligations are met.

**LOCKERS** – Lockers are assigned to students in grades six, seven and eight grades for use during the school year. They are the property of the school and are to be kept neat and orderly. Lockers must not be defaced with writing, stickers or any marking. Students will be provided one school-issued lock and should not give their locker combination to anyone; locker combinations will be kept in student Aeries account. Students are responsible to keep the school-issued lock on their locker, and will be responsible for the \$10 cost to replace missing school-issued locks. Valuables should not be stored in lockers overnight. Kent Middle School is not responsible for any items missing from lockers. Lockers must be opened upon request of a teacher, custodian, aide, secretary or principal and the contents reviewed by the principal or their designee. 6th, 7th, and 8th graders are responsible for bringing one sturdy lock for their PE lockers.

**LOCKER RULES FOR USE -**

1. All backpacks and their contents need to go into a locker at all times during the school day, with the exception of rolling backpacks, which should be placed under the locker bank.
2. Sports equipment bags and skateboards may be stored under the locker bank – no items can be stored in the office.
3. All musical instruments need to be delivered and dropped off in room 26 between 8:20 and 8:30AM.
4. Rules for school materials:
  - Students should take everything they need for their first two periods at the start of the day
  - At recess, students need to switch their materials for classes between recess and lunch
  - At the lunch bell, students need to drop off all their materials at their locker before going to the eating or playing area
  - At the end of lunch, students need to collect their materials for the afternoon
5. Backpacks are not allowed to be used during the day.
6. Cell phones, smart watches or electronic devices must be stored in a locked locker.
7. Lunches should be stored in the locker as well.
8. Lockers must be kept locked at all times.

Any exceptions to the above rules must be cleared by the Principal.

**BICYCLES, SCOOTERS & SKATEBOARDS** – All bicycles and scooters must be stored in the racks provided by the school. Skateboards must be stored below lockers for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders, and below backpack hooks in 5<sup>th</sup> grade. To ensure security, students should provide their own individual bike locks. We expect students to wear helmets. We also encourage students to license their bikes. Kent Middle School does not assume liability for scooters, skateboards or bicycles brought to school or for riders who do not wear a helmet.

Bikes must be walked at all times on campus. Riding bicycles and scooters on campus between 8:00am and 4:00PM is not permitted.

**BREAKFAST** – Grab-and-go items will be available before every school day for children who need breakfast.

**LUNCH PROCEDURES** – Lunch is provided for free to any student at school who may need one. Students are expected to form lines and to behave in a reasonable manner in the lunchline. Students must eat lunch in the lunch plaza. Students are to remain there until the conclusion of their eating period. Food is not to be taken to any of the playing areas on campus. All trash is to be placed in the proper receptacles, including the blue recycling and green compost bins provided.

**CHEWING GUM** - Chewing gum is not allowed during the school day unless pre-arranged with a teacher.

**PERSONAL ITEMS** – Personal items irrelevant to the school experience should be left at home. Personal technology devices are to be used only for class work and only with prior consent of the principal. Unnecessary sums of money and valuables should never be brought to school.

**LOST & FOUND** – Items are stored on a cart in the MP room or the lunch plaza. Students and parents are urged to check there when an item is missing. The school is not responsible for lost or stolen items when left unattended, such as during recess or lunch. The school encourages students to use lockers to avoid loss of these items if they must be brought to school.

**CELL PHONES, SMART WATCHES, AND ELECTRONIC DEVICES** – Kent students do not need to have cell phones, smart watches, or any other electronic device at school. If students choose to bring these items to school, they must be secured in their lockers (6th/7th/8th) or backpacks (5th) from 8:15AM until the end of the school day. The only exception are calculators. This guideline applies while students are on a school field trip or other off-campus activity, unless an exception is made by a sponsoring school staff member. Kent Middle School is not responsible for the damage, loss, or theft of any personal electronic devices brought onto school property.

Failure to abide by this policy will result in the following disciplinary actions:

- The first time a phone, smart watch, or electronic device is confiscated, it will be taken to the office and returned to the student after school. The offense will be logged in Aeries.
- Subsequent misuse by a student will require a parent/guardian to pick up the cell phone, smart watch, or personal electronic device from the school office, and the offense will be logged in Aeries.
- Chronic misuse by a student of a phone, smart watch, or electronic device may include additional disciplinary action, and electronic devices will only be released to the possession of a student's parent/guardian.

Students may not use cell phones to take pictures and/or video during school hours unless for an approved class project supervised by a teacher. Students may never film another child or staff member without his or her permission. Kent Middle School does not assume liability for theft or damage to cell phones, smart watches, or personal electronic devices. Students and parents are encouraged to consider this carefully when bringing any item of value to school.

## **STUDENT CONDUCT PHILOSOPHY**

All students at Kent Middle School are entitled to an education in a positive environment that is safe and conducive to learning. Our staff is committed to providing a supportive atmosphere where each student can attain their maximum potential. It is our intent to nurture all aspects of each child: social-emotional, academic, behavioral, creative, and ethical.

When student behavior interferes with a positive learning environment, it is the staff's obligation to intervene and address the effects of misbehavior, which help our students move toward more positive behavior. Teachers will regularly communicate with parents about repeated misbehavior in the classroom and may reflect it on a student's report card.

Behavior that interferes with a positive learning environment at Kent, may result in the following:

1. Warning issued and conference with student and the teacher/staff member held
2. Restorative process followed in order to repair harm caused by misbehavior
3. Discipline referral issued by a teacher/staff member which may include detention / community service. Teacher/staff member will notify parent(s)/guardian(s) of the detention / community service
4. Payment for damages, if incurred
5. Meeting with administration and/or counselor
6. Removal from class, recess, lunch, or other activity
7. Loss of privilege, such as a school activity (e.g., assemblies, field trips, after school athletics, track meets, dances, and games night)
8. Suspension
9. Notification to law enforcement
10. Expulsion

Typically, behavior that interferes with a safe and positive school environment occurs during the course of the school day. At times, student behavior outside of the regular school day may negatively impact other student(s)' ability to experience a safe and positive school environment while at school. When student behavior outside of school negatively impacts the school experience for other students, school administration may need to respond with disciplinary action.

**SEARCHES** – School officials may search individual students, their property and district property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school. As lockers are considered school property, general searches of lockers can be conducted at any time with or without the presence of the student.

**DETENTION** – This is a referral, either written or verbal, for a higher level of disciplinary intervention by the teacher or administration. A student may receive a detention for engaging in any of the prohibited student behavior as well as for continual misbehavior in class or at lunch/recess after earlier attempts to redirect students have not changed inappropriate behavior (such as a warning or a phone call/email to parents).

**LOSS OF PRIVILEGE** – A student who has committed a serious infraction of the rules or a number of minor infractions may receive a Loss of Privilege. This is intended to raise the student's awareness of the need to follow behavior expectations and school rules, and to teach the student to be accountable for their own conduct. Examples of privileges that students may be ineligible to participate in include extracurricular activities such as: dances, after school athletics, track meets, school plays, assemblies, and social field trips like picnics and pool parties.

**THIRD TRIMESTER BEHAVIOR EXPECTATIONS** – Attendance at the end-of-year festivities, such as pool parties, picnics, field day events, and classroom parties are designed to celebrate students' achievements at Kent and are considered a privilege. Misbehavior during the third trimester may result in exclusion from one or more of the planned activities.

**SUSPENSION (Education Code 48900)** – This is the removal of a student from the school environment for a predetermined length of time. In general, first offenses receive a one to three day suspension. Serious or repeat offenses

will receive a three to five day suspension. Parents/guardians will be notified when a student is suspended and will assume responsibility of their child for the term of the suspension.

Per the California Education Code and the Kentfield School District Board policy, students may be suspended and/or recommended for expulsion for committing any of the acts listed below:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, vaping and/or e-cigarettes, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, and chew packets. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a

witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing,” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

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

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with their academic performance.
- (D) 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.

(2) “Electronic act” means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- (A) A message, text, sound, or image.
- (B) A post on a social network Internet Web site including, but not limited to:
  - (I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
  - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(C) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the

Internet.

(3) “Reasonable pupil” means a pupil who exercises average care, skill, and judgment in conduct for a person of their age, including, but not limited to, a pupil with unique learning needs

- (A) While on school grounds.
- (B) While going to or coming from school.
- (C) During the lunch period whether on or off the campus.
- (D) During, or while going to or coming from, a school-sponsored activity.

**EXPULSION (Education Code 48915)** – This is the removal of a student from the immediate supervision and control of school personnel. The term of an expulsion may be for one semester or one year.

1. The principal shall immediately suspend and shall recommend to the Board to expel a student that they have committed any of the following acts:
  - Possessing, selling, or otherwise furnishing a firearm
  - Brandishing a knife at another person
  - Unlawfully selling a controlled substance
  - Committing or attempting to commit a sexual assault or battery
2. The principal shall recommend a student’s expulsion for any of the following act, unless they find that expulsion is inappropriate due to particular circumstance:
  - Causing serious physical injury to another person, except in self-defense
  - Possessing any knife, explosive, or other dangerous object of no reasonable use to the student
  - Unlawful possession of any controlled substance except for the first offense of the possession of not more than one ounce of marijuana
  - Robbery or extortion
  - Assault or battery, as defined in Penal Code sections 240 and 242, upon any school employee
3. Except as provided in 1 and 2 above, the principal may recommend a student’s expulsion for the student’s commission of any of the acts listed as grounds for expulsion.
4. For disabled students, refer to Conditions for Expulsion according to Education Code 48915.5
5. Students may be recommended for expulsion for three suspensions during a school year.

## **HOW KENT MIDDLE SCHOOL RESPONDS TO HAZING, HARASSMENT, SLURS, AND BULLYING**

We are committed to a culture where we have empathy and respect for the feelings and needs of others. We see hazing, harassment, slurs and bullying as obstacles to realizing our school’s vision for how we all get along. The following part of this policy describes our roles in responding to hazing, bullying, and harassment in supporting the culture of our school.

### **WAYS TO KEEP KENT BULLY-FREE**

Our school is a community. We need to get along and be friendly, whether or not we are actually friends. We all show empathy and respect for the feelings and needs of others. Here are things that we can do to keep our school bully-free.

- **What a parent can do if their child engages in bullying**
  - Don’t close yourself to the possibility that your child is using bullying behavior. When in doubt, check it out with the school. Empathy, kindness and respect are learned behaviors and it is up to parents to teach these.

- Explore what happened without shaming your child.
  - Help your child understand their underlying feelings and what they might be gaining from the bully role (e.g. power, popularity, expression of frustration and anger).
  - Empathize with your child's *feelings*, while helping them find alternative ways to *act*.
  - Partner with the school in establishing consequences that will promote positive behavior and are appropriate to what your child has done.
- **What a parent can do if their child is harassed or bullied**
    - Raise the subject of bullying indirectly and give your child space to answer. Thank them for trusting you, empathize with their experience, and reassure them of their value.
    - Don't intervene behind your child's back or you risk losing your child's trust.
    - Frame the problem as how your child can take their power back. Role-play what they might do or say in the future. Find activities outside school where they are valued and can succeed.
    - Don't confront the parents of the bullies. Generally such confrontations are volatile and can make your child's situation worse. If you know or suspect that your child is being bullied, please contact your child's teacher or school counselor immediately. We can help you only if you entrust us with the problem.

## DEFINITIONS RELATED TO BULLYING & HARASSMENT

**Bullying** occurs when a student, or group of students, attempts to take power over another student. Bullying is a *pattern of repeated behavior over time* against the same target. Often students fall into the roles of **bully** (the student that is bullying), **bully-follower** (a student that goes along with the bully), **target** (the child being bullied) and **bystander** (a student that sees the bullying but does nothing to stop it).

The main ways in which bullying may happen are:

1. **Physical bullying** – When a student uses physical force to hurt another student by hitting, punching, pushing, shoving, kicking, spitting, pinching, getting in their way, holding them down or "pantsing." It is also bullying to interfere with another student's belongings, to take or break their possessions, and to demand or steal money.
2. **Verbal bullying** – When a student directs words at another student with the intention of putting them down or humiliating them. This includes threatening, taunting, intimidating, shouting, insulting, sarcasm, name calling, teasing, put downs and ridiculing. It is also verbal bullying when a student uses hostile gestures towards another student, such as making faces, staring, giving the evil eye, and eye rolling.
3. **Relational bullying** – When a student influences another student's friendships and relationships through deliberately leaving them out, spreading gossip and rumors about them, whispering, giving them the silent treatment, ostracizing or scape-goating. This also includes writing words or creating cartoons, posters or drawings about another student designed to hurt or humiliate that student.
4. **Cyberbullying** – Refers to the use of cellphones, text messages, emails, instant messaging, chat rooms, web blogs and social networking sites to bully another student in any of the ways described above. Examples of cyberbullying are sending threatening or insulting messages by phone and email, posting untrue information or embarrassing pictures about another student on message boards, blogs or social networking sites (such as Instagram, Tumblr, Snap Chat, Twitter, or Facebook), using another student's

email address or DM name to send messages that make the student look bad, creating a web page devoted to putting down another student, forwarding a text message or email that was meant for an individual student.

**Harassment** occurs when a student is the recipient of threatening, disturbing or unwelcome behaviors *because of a particular characteristic*. **Sexual Harassment** occurs when a person is harassed because of their gender and includes, but is not limited to, unwelcome or perceived sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Kentfield School District Policy and state law prohibits sexual harassment of a student or by a student. The district takes this very seriously and there will be serious consequences for violators. Complaints should be made to either the school counselor or school administrator.

**Hazing** involves subjecting another student to a test involving harassment, abuse, or humiliation as a way of initiating them into a club or group. Hazing, or any initiation activity that causes or threatens to cause bodily harm or emotional suffering, is against the school rules.

A **slur** is a form of harassment that uses speech (epithets, threats, verbal abuse, use of profanity or derogatory comments). A slur also includes spreading rumors, jokes, notes, stories, drawings, pictures or gestures that make reference to real or perceived ethnicity, national origin, immigrant status, religious belief, gender, sexual orientation, age, disability, political affiliation, manner of speech, or any other physical or cultural characteristics.

The District takes incidents very seriously when students make remarks against other students, families, staff members or members of the community. Any student who directs a slur towards any other student at school or at a school-related activity and who is reported to the school for making the slur is subject to disciplinary action.

**When bullying is also a slur or harassment.** Bullying is part of a continuum of aggression and may, at times, amount to a slur or harassment. Whether or not bullying also amounts to a slur or harassment, our school will not tolerate student bullying on our campus, at school-sponsored events, or directed towards students traveling to and from school.

**Fighting, disruptive behavior, damage or theft of property.** Students at Kent respect other people and property. They do not swear, push, shove, kick, fight, etc. (even if it is a game). They do not engage in violence or any behavior that disrupts the orderly classroom or school environment. Vandalism, damage or theft of property belonging to the district, staff, or students, including misuse of the school's computers and Internet is strictly prohibited.

## SOLUTION TEAM

- The Solution Team response to bullying was created by *No Bully* as a non-punitive way of addressing bullying dynamics that have arisen within a classroom or group of students. Under the Solution Team response, an adult facilitator pulls together a team of students to solve the bullying of one of their peers.
- Solution Team offers a simple six-step procedure that includes an initial meeting and two follow-up meetings.
- Solution Team is an opportunity for students to learn and apply empathy on behalf of their peers. It helps stop bullying dynamics in most cases.
- The Principal ensures that sufficient faculty members are trained as facilitators in this approach.
- A Facilitator initiates a Solution Team response when requested by a staff member by meeting with the student that is being bullied (“the target”).

- The Facilitator explains the Solution Team response to the target and asks the target whether they would like this to be used on their behalf.
- The Facilitator informs the parents of the target if their child has asked for the help of the Solution Team response.

## **SOLUTION TEAM RESPONSE TO BULLYING**

- A Solution Team facilitator meets with the target and asks if they want help.
- The facilitator selects the members of the Solution Team.
- The facilitator convenes the first meeting of the Solution Team.
- The facilitator checks in with the target.
- One week later the facilitator convenes the second meeting of the Solution Team.
- A second week later the facilitator convenes the final meeting of the Solution Team, this time with the target present.

### **Kent Middle School Our Focus on Students**

Our primary focus at Kent Middle School is to maximize the academic, social, and creative potential of each of our 5th-8th grade Falcons. This aligns with the description of the KSD community shared in the strategic plan:

- The Kentfield School District provides a rich, high-quality education in a learning environment that is physically and emotionally safe for all students and teachers. Social emotional learning and character development are valued alongside academics.
- We strive to inspire students to pursue their passions through teaching practices that are student-centered, inquiry based, and provide a culture of innovation where students can discover and pursue their passions.
- Our campuses are welcoming, inclusive, well-maintained and conducive to optimal student learning.

We strive to achieve these three ideals through our intentional student-centered work and through the implementation of the clear structures and guidelines outlined in this handbook.

# KSD Comprehensive School Safety Plan - 2023-2024

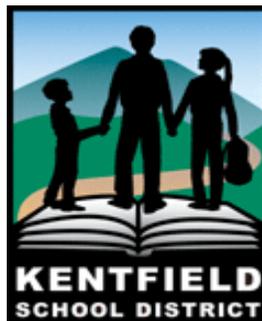
## Procedures for Safe Ingress and Egress of Pupils

### I-1 Resource

Certificated and classified staff provide supervision of students to ensure safety at all times during school hours, including at recess and lunch, and before and after school. As a part of its bond projects, the District has augmented perimeter fencing at its schools.

Further, the Kentfield School District encourages all families to participate in our nationally-recognized KSD Safe Routes to School program, a neighborhood-focused initiative to advocate green gravel alternatives and address traffic safety at our schools. A team of Neighborhood Parent Captains provide suggested safe route maps and carpooling options, which are customized by neighborhood. The District also advocates for traffic safety concerns on behalf of the families in the Kentfield and Greenbrae neighborhoods.

- I-1 - [KSD Safe Routes to Schools Program](#)
- Bacich Parent/Student Handbook (Located as H-1 resource)
- Kent Parent and Student Handbook (Located as H-2 resource)



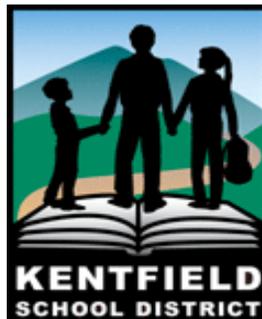
# KSD Comprehensive School Safety Plan - 2023-2024

## Rules and Procedures on School Discipline

### J-1 Resource

The Kentfield School District students are expected to follow school rules and procedures as outlined in BP 5131. This policy is designed to encourage appropriate behavior to maximize student learning and social development.

- **J-1** - Board Policy 5131 Conduct
- Bacich Parent/Student Handbook (Located as H-1 resource)
- Kent Parent and Student Handbook (Located as H-2 resource)

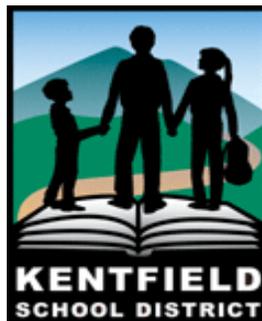


# **KSD Comprehensive School Safety Plan - 2021-2022**

## **Suicide Prevention K-1 to K-2 Resources**

All 7th and 8th graders participate in the Signs of Suicide (SOS) Prevention program. These programs help youth differentiate between normal development and what may be a more serious mental health issue, such as depression. Discussions are facilitated by guidance counselors and PE teachers. The goals are to:

- Help students understand that depression is a treatable illness
  - Explain that suicide is a preventable tragedy that often occurs as a result of untreated depression
  - Provide training on identifying serious depression and potential suicide risk in themselves or a friend and how to respond in the moment
  - Stress the importance of talking to a trusted adult
  - Teach students who they can turn to at school
- 
- K-1 - Annual Parent Letter regarding Signs of Suicide
  - K-2 - Board Policy/Administrative Regulation 5141.52 Suicide Prevention



Dear Parent / Caregiver,

As part of our 7th Grade Living Skills curriculum, our school counselors are working to teach students about mental health and how to seek help if they are worried about themselves or a friend. We are using a program called SOS *Signs of Suicide*. The program teaches students about this difficult topic and encourages them to seek help.

SOS has been used by thousands of schools for over 20 years. Studies have shown that it effectively teaches students about depression and suicide while reducing the number of students' self-reported suicide attempts.

Through the program, students learn:

- that depression is treatable, so they are encouraged to seek help
- how to identify depression and potential suicide risk in themselves or a friend
- to ACT (Acknowledge, Care and Tell a trusted adult) if concerned about themselves or a friend
- who they can turn to at school for help

Students will watch age-appropriate video clips and participate in a guided discussion about depression, suicide, and what to do if they are concerned about a friend.

At the end of class, students will complete an exit slip which asks whether they would like to talk to an adult about any concerns. School staff will conduct brief meetings with any student asking to talk.

We encourage you to visit [www.mindwise.org/parents](http://www.mindwise.org/parents) for information on warning signs for youth suicide, useful resources, and some of the key messages students will learn. Additionally, if you are looking for resources for your child, feel free to go to the [Kent Student Counseling Hub](#), our website is full of helpful information, crisis resources and so much more.

If you do **NOT** wish for your child to participate in the SOS Program at Kent Middle School, please contact Diana Bokaie at [dbokaie@kentfieldschools.org](mailto:dbokaie@kentfieldschools.org). If we do NOT hear from you, we will assume your child has permission to participate in this program.

Sincerely,



# A. E. Kent Middle School

800 College Avenue, Kentfield, California 94904  
Tel (415) 458-5970 Fax (415) 458-5973  
Grant Althouse, Principal

January 18, 2024

Dear 8th Grade Parent or Guardian:

In an effort to recognize and respond to depression and reduce the risk of possible suicide among our students, our school is implementing the SOS Signs of Suicide Prevention Program with our 8th graders. While talking about issues regarding mental health can be difficult for some, implementing a universal prevention program can help our community discuss mental health issues, which is an important step in preventing suicide. The SOS program can help youth and adults differentiate between normal development and what may be a more serious mental health issue such as depression.

Suicide is the second leading cause of death among adolescents aged 11-18. More than 90% of people who die by suicide have a diagnosable mental health disorder, most likely depression, which is treatable. However, many youth do not receive treatment. The SOS program encourages students to seek help for themselves or a friend so that a trusted adult can get them the support they need. Through the SOS program, school staff, students and parents will learn more about depression and suicide, and steps for getting help through the simple acronym ACT:

- **A**cknowledge that you or a friend has a serious concern
- **C**are by listening to your friend/child
- **T**ell a trusted adult, in order to get help

The SOS Program is a well known youth suicide prevention program that has demonstrated an improvement in students' knowledge and adaptive attitudes about suicide risk and depression, as well as a reduction in actual suicide attempts. Listed on Substance Abuse and Mental Health Services Administration's National Registry of Evidence-based Programs and Practices, the SOS Program has shown a reduction in self-reported suicide attempts by 40-64% in randomized control studies (Aseltine et al., 2007; Schilling et al., 2016).

Our goals in participating in this program are straightforward:

1. To help our students understand that depression is a treatable illness
2. To explain that suicide is a preventable tragedy that often occurs as a result of untreated depression
3. To provide students training in how to identify serious depression and potential suicide risk in themselves or a friend - and how to respond in the moment.
4. To impress upon youth that they can help themselves or a friend by taking the step of talking to a trusted adult about their concerns

5. To teach students who they can turn to at school for help, if needed.

The SOS program will be implemented during 8th grade Language Arts classes on **January 30th and 31st, 2024**, with discussions facilitated by our guidance counselors and language arts teachers. Below are some helpful resources and articles related to depression, suicide and self-harm. Additionally, if you are looking for resources for your child, feel free to go to the [Kent Student Counseling Hub](#), our new website full of helpful information, crisis resources and so much more.

We encourage you to visit [www.sosignsofsuicide.org/parent](http://www.sosignsofsuicide.org/parent) for information on warning signs for youth suicide, useful resources, and some of the key messages students will learn.

For a quick one page guide reference sheet with resources, [SOS Parent Handout-English](#) and [SOS Parent Handout -Spanish](#)

If you do **NOT** wish for your child to participate in the SOS Program at Kent Middle School, please contact Diana Bokaie at [dbokaie@kentfieldschools.org](mailto:dbokaie@kentfieldschools.org) . *If we do NOT hear from you, we will assume your child has permission to participate in this program.*

Sincerely,

Grant Althouse, Principal

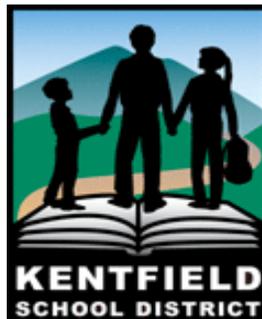
# KSD Comprehensive School Safety Plan - 2023-2024

## Rules and Procedures on School Discipline

### J-1 Resource

The Kentfield School District students are expected to follow school rules and procedures as outlined in BP 5131. This policy is designed to encourage appropriate behavior to maximize student learning and social development.

- **J-1** - Board Policy 5131 Conduct
- Bacich Parent/Student Handbook (Located as H-1 resource)
- Kent Student & Parent Handbook (Located as H-2 resource)



**Policy 5131: Conduct**

**Status:** ADOPTED

**Original Adopted Date:** 09/08/2015

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds and at school activities, students shall be expected to exhibit appropriate conduct consistent with the Six Pillars of Character and that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards their teachers, other staff, students and volunteers.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations.

Students and parents/guardians shall be notified of district and school rules related to conduct and shall receive regular instruction regarding these rules. In addition, parents/guardians and students may be provided information about early warning signs of harassing/intimidating behaviors, such as bullying, as well as prevention and intervention strategies.

Prohibited student conduct includes but is not limited to:

1. Behavior that endangers staff and/or students
2. Behavior that disrupts the orderly classroom or school environment
3. Harassment of students or staff, such as bullying, including cyberbullying, intimidation, hazing or initiation activity, ridicule, extortion, or any other verbal written or physical conduct that causes or threatens to cause bodily harm or emotional suffering, in accordance with the section entitled "Bullying/Cyberbullying below.

"Cyberbullying" includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.

4. Damage to or theft of property belonging to the district, staff or students
5. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27)

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

6. Profane, vulgar or abusive language
7. Plagiarism or dishonesty in school work or on tests
8. Inappropriate dress as defined in the student handbook
9. Tardiness and unexcused absence from school
10. Failure to remain on school premises in accordance with school rules
11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drug in violation of school rules.

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules or student conduct.

**Possession of Cellular Phones and Other Personal Electronic Signaling Devices**

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Except for prior consent for health reasons, use of personal electronic signaling devices, including but not limited to pagers, beepers and cellular/digital telephones is prohibited during school hours.

### **Enforcement of Standards**

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline, including but not limited to suspension, expulsion or transfer to alternative programs in accordance with Board policy and administrative regulation. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and the offender or make appropriate referrals for such assistance.

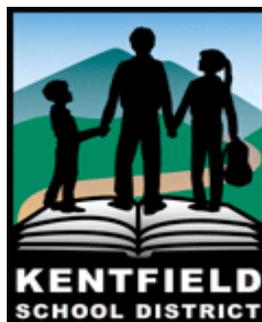
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# KSD Comprehensive School Safety Plan - 2023-2024

## Suicide Prevention K-1 to K-4 Resources

All 7th and 8th graders participate in the Signs of Suicide (SOS) Prevention program. Kent staff receive training on the SOS program. This program helps youth differentiate between normal development and what may be a more serious mental health issue, such as depression. Discussions are facilitated by counselors and teachers. The goals are to:

- Help students understand that depression is a treatable illness
  - Explain that suicide is a preventable tragedy that often occurs as a result of untreated depression
  - Provide training on identifying serious depression and potential suicide risk in themselves or a friend and how to respond in the moment
  - Stress the importance of talking to a trusted adult
  - Teach students who they can turn to at school
- 
- **K-1** - Parent Letter Regarding Signs of Suicide Program - 7th Grade
  - **K-2** - Parent Letter Regarding Signs of Suicide Program - 8th Grade
  - **K-3** - Board Policy 5141.52 Suicide Prevention
  - **K-4** - Administrative Regulation 5141.52 Suicide Prevention



Dear Parent / Caregiver,

As part of our 7th Grade Living Skills curriculum, our school counselors are working to teach students about mental health and how to seek help if they are worried about themselves or a friend. We are using a program called *SOS Signs of Suicide*. The program teaches students about this difficult topic and encourages them to seek help.

SOS has been used by thousands of schools for over 20 years. Studies have shown that it effectively teaches students about depression and suicide while reducing the number of students' self-reported suicide attempts.

Through the program, students learn:

- that depression is treatable, so they are encouraged to seek help
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- who they can turn to at school for help

Students will watch age-appropriate video clips and participate in a guided discussion about depression, suicide, and what to do if they are concerned about a friend.

At the end of class, students will complete an exit slip which asks whether they would like to talk to an adult about any concerns. School staff will conduct brief meetings with any student asking to talk.

We encourage you to visit [www.mindwise.org/parents](http://www.mindwise.org/parents) for information on warning signs for youth suicide, useful resources, and some of the key messages students will learn. Additionally, if you are looking for resources for your child, feel free to go to the [Kent Student Counseling Hub](#), our website is full of helpful information, crisis resources and so much more.

If you do **NOT** wish for your child to participate in the SOS Program at Kent Middle School, please contact Diana Bokaie at [dbokaie@kentfieldschools.org](mailto:dbokaie@kentfieldschools.org). If we do NOT hear from you, we will assume your child has permission to participate in this program.

Sincerely,

Diana Bokaie, Counselor  
Leslie Lewczyk, Life Skills 7



# A. E. Kent Middle School

800 College Avenue, Kentfield, California 94904  
Tel (415) 458-5970 Fax (415) 458-5973  
Grant Althouse, Principal

January 18, 2024

Dear 8th Grade Parent or Guardian:

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Sincerely,

Grant Althouse, Principal

**Policy 5141.52: Suicide Prevention**

**Status:** ADOPTED

**Original Adopted Date:** 04/16/2019 | **Last Revised Date:** 12/13/2022 | **Last Reviewed Date:** 12/13/2022

The Governing Board recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

In developing policy and procedures for suicide prevention, intervention, and postvention, the Superintendent or designee shall consult with school and community stakeholders, school-employed mental health professionals, suicide prevention experts, and, in developing policy for grades TK-8, the county mental health plan. (Education Code 215)

School and community stakeholders and school mental health professionals with whom the Superintendent or designee shall consult may include district and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the district's risk manager or insurance carrier. The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans.

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, interns, school counselors, and, as feasible at the district's discretion, others who interact with students, which may include substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers
2. Instruction to students in problem-solving, coping, and resiliency skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
4. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide
5. The provision of information to parents/guardians and caregivers regarding risk and protective factors, warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis
6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
7. Crisis intervention procedures for addressing suicide threats or attempts
8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide
9. Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, collaboration with

community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning. (Education Code 215)

The Board shall ensure that measures and strategies for students in grades TK-8 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

If a referral is made for mental health or related services for a student in grade TK-8 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. The Board may, at its discretion, review the policy more frequently. (Education Code 215)

The Superintendent or designee shall periodically review district data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

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**Regulation 5141.52: Suicide Prevention**

**Status:** ADOPTED

**Original Adopted Date:** 04/16/2019

Student identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

**Staff Development**

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups
7. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed
8. District procedures for responding after a suicide has occurred

**Instruction**

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of

suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

### **Intervention**

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

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal or school counselor, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

School employees shall act only within the authorization and scope of their credential or license. An employee is not authorized to diagnose or treat mental illness unless specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

### **Postvention**

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's

parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

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