The Comprehensive School Safety Plan Process and Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard copy Safety Plan.

The template is to be used as a living document to be updated as necessary to meet site, District and community needs, forms or requirements. It is NOT intended to be a “grab and go” guide in an actual emergency.
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Chapter 1: SB 187: School Safety Plan

Introduction

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 34294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its schools safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 34294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual schools safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed. The assessment will be performed by the School Safety Planning Committee of the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment.

2. The annual review and evaluation of the School Comprehensive Safety Plan is certified by members of the School Safety Planning Committee, the School Site Council President and the School Principal. It will then be presented to the Board of Trustees for final review and adoption. The review includes the following mandated components of Senate Bill 187.

   ● Child Abuse reporting procedures
   ● Policies pursuant to Education Code 48915 and other school designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
   ● Procedures to notify teachers and counselors of dangerous students
   ● Sexual Harassment Policy
   ● Safe ingress and egress to and from school
   ● Rules and procedures on school discipline in order to create a safety and orderly environment conducive to learning
   ● Dress Code
   ● Routine and emergency disaster procedures including natural disasters, human created disasters or power outages

Implementation of Plan

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.
Chapter 2: School Safety Planning Committee

The School Site Council is responsible for developing the School Site Safety Plan or for delegating the responsibility to a School Planning Committee. (Ed Code 34294.1)

The School Site Safety Committee shall be composed of the following members: the principal or designee; one teacher who is a representative of the recognized certificated employee organization; one parent/guardian who child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294.1), and other local agencies, such as health care and emergency services, may be consulted if desired. (Ed. Code 39204.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- Representative from the local law enforcement agency
- School Resource Officers
- Guidance Counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives
Chapter 3: Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- School Demographics and Student Achievement Data
- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data
- WASC self-study findings
- Current Trends
- Date may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress may be reported to the School Site Council, staff, parent groups and the Board of Trustees.

The year-end assessment should be completed in May and reported upon.
General Description of the School

School Vision and Mission Statement

Mission:
The goal of Capuchino High School, IB World School, is to have all students graduate with the knowledge and skills necessary to be prepared for college and career.

Vision:
We believe that students equipped with the following 6 essential skills will succeed in the post-secondary world and be prepared to handle the complexities of the 21st Century.

Expected School Wide Learning Results:
Expected School Wide Learning Results:
Reading
Writing
Critical Thinking
Self-Management
College/Career Knowledge
Citizenship

Demographics and Student Achievement Data

School Profile: Capuchino High School is located in the city of San Bruno on the San Francisco Peninsula. Capuchino serves an economically and ethnically diverse community. Capuchino is one of the six comprehensive high schools of the San Mateo Union School District. The ethnic/racial makeup of the school population is 1% African American, 12% Asian, 32% Caucasians, 1% Filipinos, 4% Latinos, and 9% Pacific Islanders. Total student enrollment is 1,178. The Class of 2017 is approximately 277 students.

- 25% are socioeconomically disadvantaged and eligible for Free and Reduced Lunch
- 10% speak a language other than English
- 12% receive Special Education services
- 10% are English Learners

The comprehensive high school's mission centers on the belief that all students should be prepared for college and career. The school goal states: All students will graduate demonstrating the knowledge and skills necessary to be prepared for college and career. The school has identified 6 Essential Skills including: Reading, Writing, Critical Thinking, Self-Management, College and Career Knowledge, and Citizenship. Capuchino High School is also well known for having a highly qualified and extremely talented staff of teachers dedicated to preparing students for life during and after high school, which was recently acknowledged in our Gold Ribbon Award in 2017. A school where diversity is treasured, Capuchino staff have aligned curriculum to the Common Core State Standards (CCSS) and International Baccalaureate (IB) assessments that provide students with the necessary skills that prepare them for college and career.

School Climate Data Review and Summary – Strengths and Areas Of Growth
Component 1: People and School Connectedness

Administration: A major strength is having a principal who is a veteran who has created highly functioning systems at the school for its students and staff. Administration has strong communication and a matrix of responsibilities so that each administrator crosses over in role with the other administrators. This encourages strong collaboration and enables each administrator to have a mixed role, making it easier to fill in and cross over when needed. Areas of growth for administration is to continue to develop the new team that was formed this year with two new assistant principals and a new dean who was a former counselor at Capuchino High School.

Students: Students have a great opportunity at Capuchino, they attend an IB World School which offers highly rigorous curriculum. Students are heavily involved in extra-curriculars and school related activities. There is a well functioning team of wellness to support students. The academic expectations are solid for students and at large students feel supported and have trusted adults. Self-advocacy and opportunities for student voice are areas for growth.

Staff: Capuchino's faculty and staff continuously work together to draw from students' strengths and diversity, ensuring all students are provided the best possible education. Staff also participate in community building to bring our Mustang family closer together to better serve our students. Areas for growth include deepening our professional development around gradation and learning targets. Another area of growth for us is to continue to build and develop academic language supports across content areas.

Community: We have many parent/guardian groups that work tirelessly to help support the students at Capuchino. From our PTO and Latino parent groups to the many booster groups we have, families find ways to support the school in a variety of ways. We have room to grow in our on boarding families with our new website and Canvas system.

Component 2: Programs, Student Climate and Academic Motivation

CHS administration and staff use the California Healthy Kid's Survey and the California School Climate Survey (District Level & Site Level) for our needs assessment process. The Healthy Kids Survey was administered in spring 2014 and was administered during the 2015-2016 school year. The EOS (Equal Opportunity Schools) survey was administered in fall 2013, providing data about our student participation in AP and IB. The goal of this latter survey is to develop a plan to increase participation in AP and IB in under-represented groups.

Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (NCLB).

It is a frequent practice to examine the results of the IB exams, & CELDT, to monitor the progress of students, including student groups. Starting in 2015, we will also include the results of the Smarter Balanced Assessments for Grade 11. (Monitoring Bodies include: Site Admin, School Leadership Team, Department Chairs, Departments, Whole-Staff, School Site Council).
In addition to these external measures, all teachers within their PLC structure are expected to create common assessments and come lessons to ascertain the levels of student proficiency. All teachers utilize the same Student Work Protocol developed out of our partnership with our literacy coach out of UC Berkeley. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC) In addition to these external measures, all teachers within their PLC structure are expected to create common assessments and common lessons to ascertain the levels of student proficiency. All teachers utilize the same Student Work Protocol as a part of the Cycle of Inquiry and this process is facilitated by our site TOSA’s and literacy coaches. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Professional development is guided by collaboration and investigation. Colleagues will collaborate both within and across departments, and use data about student performance and instructional practice to increase student achievement. Data will be analyzed collaboratively to continuously improve and refine practices.

PD Plan for 2015-2017 includes:

Why: We have spent the last few years training and learning around the following topics in response to the demands of CCSS: Academic Language and Literacy, Depth of Knowledge, Formative Assessments and Instructional Technology. This year we will shift to see evidence of these strategies in every classroom so that students equitably benefit from these practices across our campus.

School-Wide Learning Targets: This is what we want our students to be able to do (Essential Student Skills):

For college and career readiness, both Common Core and IB require students to be able to critically think, problem solve, formulate arguments, research, write, and demonstrate these skills on performance based assessments. The CCSS assessments and performance tasks also require students to interact and leverage technology to demonstrate their learning.

What Should Be Visible in Each Classroom (the Non-Negotiable)?
1. Learning Targets for Students (as a measure of a formative assessment)
2. Learning Targets with Gradation for Summative Assessments (a work in progress)

Instructional Strategies to be included in Lesson Design:
1. Explicit Instructional Techniques for Academic Language and Literacy (Structured Oral and Written Language Strategies).
2. Formative Assessments that allow for student reflection on their performance and their progress.
3. Instructional Technology tools to facilitate student engagement and learning.

Professional Learning Communities:

In order to improve student learning and successfully teach the skills inherent in the Common Core teachers will reflect, investigate, experiment and modify their instructional practice based on the results of student performance. This process happens within the PLC construct as teacher teams convene frequently to examine instructional practice in transparent and authentic settings to support teacher and student improvement. (adapted from PLC Standards)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Goals for PLC Groups:

To implement CCSS curriculum and assessments.
To engage in full cycle of inquiry, emphasizing student work analysis, reflection and identifying next steps, including modifying lessons for re-teaching.
To design lessons that have a specific emphasis on Academic Language, Formative Assessments and Instructional Technology.

Establish Learning Targets and Gradation
Additional emphasis on Structured Oral Talk

TOSA’s and PLC facilitators are the instructional facilitators for PLC Groups. This model also relies on teacher expertise and sharing of best practices.

Teacher collaboration by grade level (EPC)

All teachers participate on a PLC with a course-alike teacher. Teachers also have the option to collaborate vertically or across the disciplines, or with colleagues from district schools (for specialized programs).

Freshman & Sophomore Teams - interdisciplinary team of core academic teachers: Math, Science, English and History share a common prep period during which they collaborate on student support and common academic practices.

SES, English, Math and SAS teachers collaborate on a frequent basis on campus and at the district level.

Component 3: Physical Environment and Safety
In 2010-11, modernization efforts began on our Upper Gym, Main Gym and Humanities Wing, Arts Satellite and Theater. In the Fall of 2012, the construction on the Upper Gym, Main Gym, Humanities Wing and Arts Satellite was completed. Theater and Music Room projects were completed in the Spring of 2013. The next large renovation taking place is the Science D Wing. It will be renovated in the summer of 2018 so that there will be an increase in functioning lab workstations and each classroom will get upgrades.

This year, Capuchino has taken the emergency preparedness plan from 2016-17, and after meeting with various stakeholders at school, has improved a number of systems using feedback from certificated and classified staff members. Included in the improvements are increased utilization of radios, improved evacuation maps and routes, upgrades in red emergency bags, increased training for personnel with leadership roles, and feedback mechanisms that will allow Capuchino staff to give timely feedback pre and post drills.

Component 4: Methods of Communication
Improved communication via Schoolloop, Aeries, our new and updated website, the school marquee on Magnolia Ave, and with local news media, will assist us in sending timely information and notifications to community and staff members. In addition, we have established a Parent Lounge in the Main Office and it includes two laptops for community member access. We use parent engagement leaders to connect with families personally using home language when possible.
Chapter 4: Policies and Procedures

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the safety plan and made necessary updates and revisions. The safety plan must include the following components: (Ed Code 35294.2)

- Child Abuse reporting consistent with Penal Code 1164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangers students pursuant to Education Code 49079)
- Sexual Harassment policy pursuant to Education Code 212.6.
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school.
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35921.5 (5411 – discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing "gang-related apparel", the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:
  - Emergency and Disaster Preparedness Plan
  - Fire Drills
  - Bomb Threats
  - Earthquake Emergency Procedure System
  - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student and parent training(s) have been completed?
- What additional trainings are needed?
Child Abuse Reporting

District Board Policy (BP 5141.4 Adopted 07/15/10) (AR 5141.4 Adopted 02/10/11)

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law. (BP 5141.4)

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted upon a child by another person and such injury is other than accidental. Child abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
   a. Injury inflicted by another person
   b. Sexual Abuse
   c. Neglect of child’s physical, health, and emotional needs
   d. Unusual and willful cruelty, unjustifiable punishment
   e. Unlawful corporal punishment

2. Not Considered Child Abuse
   a. Mutual affray between minors
   b. Injury caused by reasonable and necessary force used by a peace officer:
      • To quell a disturbance threatening physical injury to a person or damage property
      • To prevent physical injury to another person or damage to property
      • For the purposes of self defense
      • To obtain possession of weapons or other dangerous objects within the control of a child
      • To apprehend an escapee
   c. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
   d. 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 the student
   e. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)
B. Definition of Sexual Abuse

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school counselor, social worker, or site administrator to determine if particular provisions under this section are current and in effect.

a. Involuntary sexual activity is always reportable.

b. Incest, even if voluntary is always reportable incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters or half and whole blood and uncles and nieces or aunts and nephews and adopted children. (Family Code 2200)

c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relation, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior or the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.

b. Partner is 14 years or older, lewd, and lascivious acts committed by a partner or any age or if the partner is the alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 Years of Age and:

a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years of age.

b. There are lewd and lascivious acts committed by a partner more than 10 years older than the child.

c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 Years of Age and:

a. The partner is less than 14 years of age.

b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship.

c. The partner is the alleged spouse and there is evidence of an exploitative relationship.

Reportable Sexual Activity if the Child is under 18 Years of Age and:

a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.
Not Reportable Sexual Activity:

a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

b. Unlawful sexual intercourse of a child 14 to 15-years of age with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

c. Unlawful sexual intercourse with a child 16 or 17 years of age with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Child Protective Services (CPS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

C. Mandated Child Abuse Reporting

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. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. (BP 5141.4)

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

2. 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; administrators and employees of a licensed day care facility; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program.

3. 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)

   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.

4. 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)

5. 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.
6. The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

7. 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)

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

9. 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)

D. Reporting Procedures - Telephone Report and Written Report

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)

a. The telephone call must be made immediately or as soon as practicably possible by telephone within 24 hours to the following agency:

   Child Protective Services
   555 County Center, 2nd Floor
   Redwood City, CA 94063-1654
   (650) 595-7922
   (866) 366-8221

b. 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

a. 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).

b. 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 police or sheriff's department.

3. Mandated Components of Report

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

f. The mandated reporter may give to an investigator from an agency investigating the case, including a licensed 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.

g. Information relevant to the incident of child abuse or neglect also may be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

4. Internal Reporting

a. 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)

b. 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.

c. 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.

d. 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)

E. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

F. Staff Training

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters. In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7) (BP 5141.1)

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

2. In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)
### Suspected Child Abuse Report

To Be Completed by Mandated Child Abuse Reporters

**Pursuant to Penal Code Section 11166**

**PLEASE PRINT OR TYPE**

**A. REPORTING PARTY**

<table>
<thead>
<tr>
<th>NAME OF MANDATED REPORTER</th>
<th>TITLE</th>
<th>MANDATED REPORTER CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**REPORTER’S BUSINESS/AGENCY NAME AND ADDRESS**

- **Street**: 
- **City**: 
- **Zip**: 

**REPORTER’S TELEPHONE (DAYTIME)**

( )

**SIGNATURE**

( )

**DID MANDATED REPORTER WITNESS THE INCIDENT?**

- **YES**
- **NO**

**TODAY’S DATE**


**B. REPORT NOTIFICATION**

**OFFICIAL CONTACTED**: 

- **TITLE**: 
- **TELEPHONE**: ( )

**NAME (LAST, FIRST, MIDDLE)**

- **BIRTHDATE OR APPROX. AGE**: 
- **SEX**: 
- **ETHNICITY**: 

**ADDRESS**: 

- **Street**: 
- **City**: 
- **Zip**: 

**TELEPHONE**: ( )

**PRESENT LOCATION OF VICTIM**

- **SCHOOL**: 
- **CLASS**: 
- **GRADE**: 

**PHYSICALLY DISABLED?**

- **YES**
- **NO**

**DEVELOPMENTALLY DISABLED?**

- **YES**
- **NO**

**OTHER DISABILITY (SPECIFY)**


**IN FOSTER CARE?**

- **YES**
- **NO**

**IF VICTIM WAS OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:**

- **DAY CARE**
- **CHILD CARE CENTER**
- **FAMILY FRIEND**
- **FAMILY PROVIDERS**
- **GROUP HOME OR INSTITUTION**
- **RELATIVES HOME**

**TYPE OF ABUSE (CHECK ONE OR MORE)**

- **PHYSICAL**
- **MENTAL**
- **SEXUAL**
- **NEGLECT**
- **OTHER (SPECIFY)**

**RELATIONSHIP TO SUSPECT**

- **PHOTO TAKEN?**
- **YES**
- **NO**

**VICTIMS DEATH**

- **YES**
- **NO**

**DID THE INCIDENT RESULT IN THIS**


**C. VICTIM**

**ONE REPORT PER VICTIM**

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**OTHER RELEVANT INFORMATION**


**IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX**

**IF MULTIPLE VICTIMS, INDICATE NUMBER**

**DATE/TIME OF INCIDENT**


**PLACE OF INCIDENT**


**NARRATIVE DESCRIPTION** (What victim(s) said about the mandated reporter witnessing what person accompanying the victim(s) said or similar or past incidents involving the victim(s) or suspect)


**DEFINITIONS AND INSTRUCTIONS ON REVERSE**

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 in 1) an active investigation was conducted and 2) the incident was determined not to be unfounded.

Write COPY—Police or Sheriff’s Department; BLUE COPY—County Welfare or Probation Department; GREEN COPY—District Attorney’s Office; YELLOW COPY—Reporting Party
Infection Disease and Bloodborne Pathogens

District Board Policy (BP 5141.22 Adopted 07/15/10) (AR 5141.22 Adopted 07/15/10)

The Board of Trustees desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate education for all students. The Board recognizes that prevention and education are the most effective means of limiting the spread of infectious diseases. (BP 5141.22)

Infectious Disease Prevention

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district’s comprehensive health education program provides information about the prevention of infectious diseases, including the nature of blood-borne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff.

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any reportable communicable disease.

Universal Precautions

Staff shall observe universal precautions in order to prevent exposure to blood-borne pathogens and to prevent the spread of infectious diseases.

Universal Precautions in the Classroom

Before students work with blood, blood products, or other body fluids, the teacher shall explain the potentially hazardous nature of blood and body fluids in the transmission of various agents from one person to another and the specific procedures and safety precautions to be used in the lesson.

The following precautions shall be used when students are working with blood or other body fluids:

1. Before and after exposure to blood or other body fluids, students shall wash their hands with soap and water and cover any existing cut, wound, or open sore with a sterile dressing.

2. Students shall wear gloves or other personal protective equipment as appropriate.

3. Blood typing or similar experiments may be conducted by teacher demonstrations. When being performed individually, students shall work with their own blood or use prepackaged ABO/Rh blood cell kits that have vials of blood previously tested for transmissible agents.

   a. Students shall use individual sterile lancets for finger punctures and shall not reuse them.
b. Before the finger is punctured, it shall be wiped with a piece of cotton that has been immersed in alcohol.

c. If bleeding persists after the finger is punctured, the student shall apply a sterile bandage using moderate pressure.

4. Lancets and any other materials contaminated with blood or body fluids shall be discarded into a solution consisting of one part bleach to 10 parts water (1:10), made fresh daily.

5. At the end of the class, surfaces shall be wiped with alcohol or a solution of one part bleach to 10 parts water.

Students with Infectious Diseases

The Superintendent or designee shall exclude students only in accordance with law, Board policy, and administrative regulation. Because blood-borne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the presence of infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize the child's exposure to other diseases in the school setting. The Superintendent or designee shall ensure that student confidentiality rights are strictly observed.
Student Use of Technology

District Board Policy (BP 6163.4 Adopted 12/15/15) (AR 6163.4 Adopted 07/15/10)

The Board of Trustees intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. (BP 6163.4)

Acceptable Use Agreements

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful.

Before a student is authorized to use the district's technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the district and district personnel for any damages or costs incurred.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update this policy, the accompanying administrative regulation, and other relevant procedures to enhance the safety and security of students using the district's technological resources and to help ensure that the district adapts to changing technologies and circumstances.

Use of District Computers for Online Services/Internet Access

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 6777, 47 USC 254)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students’ access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The Superintendent or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The principal or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of this administrative regulation, the accompanying Board policy, and the district's Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.

Access to Internet enables students to explore libraries, museums, on-line tutorials, databases, and other reference materials and connect with Internet users throughout the world. Families should be warned that some material accessible via the Internet contains items that are illegal, defamatory, inaccurate or potentially offensive. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access less desirable materials as well. We use filtering programs to prevent this; however, they are not 100% effective. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration,
exceed any disadvantage. Ultimately, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information resources. To that end, the district supports and respects each family's right to decide whether or not to apply for access.

Teachers, administrators, and/or library media specialists shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.

To gain access to e-mail and the Internet, all students under the age of 18 must obtain parental permission and must sign and return the district's Acceptable Use Agreement to the school office. Students 18 and over may sign their own forms.

**Online/Internet Services: User Obligations and Responsibilities**

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.

2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.

3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs.

   Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians.

   Personal information includes the student’s name, address, telephone number, Social Security number, or other personally identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.

6. Students shall not use the system to engage in commercial or other for-profit activities.

7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.

8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.
9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."

10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.

11. Students shall report any security problem or misuse of the services to the teacher or principal.

**Right to Monitor**

The district reserves the right to monitor use of the district's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the district for the purpose of ensuring proper use.

**Sanctions for Misuse of Technology**

Whenever a student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.
Acceptable Use Policy -- Release from Liability

Electronic Equipment and Resources  San Mateo Union High School District

The San Mateo Union High School District is pleased to offer students access to the district computer network for electronic mail and the Internet. To gain access to e-mail and the Internet all students under the age of 18 must obtain parental permission and must sign and return this form to the school office. Students 18 and over may sign their own forms.

Access to the Internet will enable students to explore libraries, museums, on-line tutorials, databases, and other reference materials and connect with Internet users throughout the world. Families should be warned that some material accessible via the Internet contains items that are illegal, defamatory, inaccurate, or potentially offensive. While the District's intent is to make Internet access available to further educational goals and objectives, students may find ways to access less desirable materials, as well. The District uses filtering programs to prevent this; however, they are not 100 percent effective. The staff believes that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information resources. To that end, district supports and respects each family's right to decide whether or not to apply for access.

District Internet Rules

Students should be held accountable for responsible behavior on school computer networks just as they are in classrooms or on school grounds. General school rules for proper behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Students will report any misuse of the network to the staff member in charge. Parent's/guardian's permission is required to use the Internet and e-mail.

Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards, the district is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

Network storage areas are treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure responsible use. Users should not expect that files stored on district servers are private.

Access is a privilege not a right. Access entails responsibility

During school, teachers will guide students toward appropriate materials. Parents/guardians bear the same responsibility for such guidance at home.

*The following are not permitted:
  • Sending or displaying of offensive messages or pictures
  • Using obscene or abusive language
  • Viewing pornography or other inappropriate sites
  • Harassing, insulting, threatening or attacking others
  • Damaging computers, unauthorized access or hacking of computer systems, or computer networks
• Violating copyright laws or plagiarizing another person's materials to complete an assignment
• Using another's password
• Accessing chat lines, unless authorized by the instructor for a class activity directly supervised by a staff member
• Trespassing in another's folders, work, or files
• Intentionally wasting limited resources
• Employing the network for other than educational purposes
• Disclosure of any personal identification while using electronic communication.*

* (except to authenticate sender and receiver of student e-mail.)
Complaints Concerning District Employees

District Board Policy (BP 1312.1 Adopted 10/28/10) (AR 1312.1 Adopted 10/28/10)

The Board of Trustees accepts responsibility for providing a means by which the public can hold employees accountable for their actions. The Board desires that complaints be resolved expeditiously without disrupting the educational process.

The Superintendent or designee shall develop regulations which permit the public to submit complaints against district employees in an appropriate way. These regulations shall protect the rights of involved parties. The Board may serve as an appeals body if the complaint is not resolved. (BP 1312.1)

The Board prohibits retaliation against complainants. The Superintendent or designee at his/her discretion may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint. The district will not investigate anonymous complaints unless it so desires.

Concerns raised by parents/guardians, employees or members of the public about school district personnel should be resolved as quickly as possible. Therefore, parents or guardians of students, employees and members of the public are urged to discuss their concerns directly with the employee(s) in question when concerns surface when appropriate.

Non-Anonymous Complaint Procedures

The following procedure shall apply to non-anonymous (except in regard to student safety) complaints regarding the conduct, performance, or statements of a district employee received by any district employee or member of the Board of Trustees from any member of the public. The following procedure shall apply only to non-anonymous written complaints to which a member of the public wants a response from the district. It does not apply to situations alleging unlawful discrimination or failure to comply with state and federal law in Adult Basic Education, Consolidated Categorical Aid Programs, Migrant Education, Vocational Education, Child Care and Development Programs, Child Nutrition Programs and Special Education Programs. These situations are covered under Uniform Complaint Procedures.

Informal Level

1. Concerns/complaints against district personnel raised by a parent/guardian, employees or a member of the public shall be resolved as quickly as possible. The first step in resolving all concerns/complaints shall be for the complainant to meet with the employee to try to resolve the identified issue. It is expected that the majority of differences between a complainant and an employee will be resolved at this first meeting.

2. If concerns are not resolved with the employee at step one, the complainant shall meet with the employee's immediate supervisor to try to resolve the identified issue. If no resolution is reached with the supervisor, the complaint may proceed to the formal level.

Formal Level

1. The complainant shall put the complaint in writing and submit it to the site principal or manager in charge. The principal/manager shall investigate the concern/complaint and shall respond in writing within 10 working days of receipt of the written complaint lodged against a school employee by a parent/guardian.

2. If the complainant finds the principal/manager's proposed resolution to be unsatisfactory, an appeal may be made to the Superintendent, who may refer the complaint to a designee. The complainant shall submit the written complaint and the principal's written response along with any relevant documentation to the
Superintendent's designee. The Superintendent's designee shall respond in writing to the complainant, the principal, and the employee within 10 working days.

3. If the Superintendent refers a complaint to a designee and the designee's response is unacceptable to the complainant, an appeal may be submitted to the Superintendent who will respond in writing to the complainant, the principal/manager, and the employee within 20 working days.

4. In the event that the complainant is dissatisfied with the district Superintendent's disposition, or in the event that the district Superintendent or the employee in question deems it appropriate under the circumstances, the Board may decide, in its sole discretion, to review the matter. Such a review shall not be a formal hearing. The Board shall examine such documents and materials and interview such persons as the Board may deem appropriate, in its sole discretion. The complainant shall be informed of the disposition of the matter. Confidential or privileged information shall not be disclosed.

No employee or member of the Board may discuss or make any statement regarding the complaint, or the investigation or disposition thereof, with any person, except as specifically provided for herein, unless specifically approved in advance by the district Superintendent.

This procedure shall not be applicable to any complaint concerning student discipline, student publication, contract grievances, or matters for which an alternative administrative remedy is available within the district.

This procedure is pursuant to Education Code 35160.5(c).
Complaints Concerning Instructional Materials

District Board Policy (BP 1312.2 Adopted 07/15/10) (AR 1312.2 Adopted 07/15/10)

Questioned or Challenged Materials

The Board of Trustees recognizes and accepts its responsibility to review and adopt all courses offered and basic texts used in the district. The Board also recognizes that learning materials other than basic texts are used in many courses and it has adopted procedures which placed the responsibility for their selection and review at the school level. Notwithstanding the best of efforts on the parts of the Board and staff to select materials which are consistent with the stated intentions of the adopted courses, the Board is aware of the rights and responsibilities of parents/guardians and other community members to challenge the appropriateness of any materials used in district programs. To this end this policy is adopted to provide a process for a timely and reasoned review of challenged materials. (BP 1312.2)

General Provisions

1. Each question or challenge shall be limited to a single instructional material.

2. The criteria used to determine the validity of a challenge or question shall be the same criteria used in the selection of an instructional material.

3. The review process shall be implemented in a prompt and expeditious manner.

4. The questioned or challenged material will be maintained in use until the review process is completed.

Procedures for Handling Complaints

1. The complainant shall request an appointment to meet with the teacher or librarian using or furnishing the materials. The subject matter department head for whose department the material was selected may be invited to attend the conference. The purpose of the conference is to attempt to informally reach agreement on the use of the material.

2. If the informal conference does not result in a satisfactory resolution of the concerns or questions, the complainant shall be invited to complete the district form, "Request for Evaluation of Material," and submit it to the school principal.

3. Upon receipt of the written request, the principal shall hold an evaluation meeting with the complainant and appropriate staff.

4. In the event further study is necessary, the principal shall forward the written request to the district Superintendent. The Superintendent shall appoint a reviewing committee composed of the Assistant Superintendent-Educational Services and two district librarians (in the case of a library book), or two department heads from the appropriate department (in the case of a textbook or dramatic production).

5. The review committee shall make its recommendation to the Superintendent.

6. The Superintendent's decision concerning the recommendation of the review committee shall be sent in writing to the complainant, the teacher or librarian initially contacted, and the members of the review committee.
7. If the complainant or the initially contacted staff member is dissatisfied with the decision of the Superintendent, he/she may submit a written statement to the Secretary of the Board requesting that the material be reviewed at the next scheduled meeting of the Board. The Secretary to the Board shall place the request on the agenda, and the Superintendent will furnish the Board copies of the original complaint, the report of the review committee, and the Superintendent's decision.

8. The decision of the Board as to the use of the material shall be final.
Form: Request for Reconsideration of Instructional Materials

This form is for use only by district employees, district residents, or parents/guardians of children enrolled in a district school to challenge the content or use of an instructional material. For complaints regarding sufficiency of instructional materials, please use the Williams Uniform Complaint Procedure complaint form.

Date:

Name of person filing complaint:

Anonymous complaints will not be accepted.

Group represented (if any):

Phone: E-mail address, if any:

Address:

Material Being Challenged:

Title:

Author:

Publisher: Date of Edition:

Name of school/classroom material was used:

1. Please specifically state the nature of your concern or objection and identify your objection by page, tape sequence, video frame, or words, as appropriate. You may use additional pages if necessary.

2. Did you read/view the entire selection?

3. For what age group would you recommend this material?

4. If not, what percentage did you read/view, or what parts?

5. What do you feel might be the result if a student reads/views this material?

6. What would you like the school to do about this material?
   _ Do not assign it to my child
   _ Withdraw it from all students
   _ Reconsider it
Signature of complainant

For District Use:
Request received by: Date:

Title:

Action taken: Date:

Exhibit SAN MATEO UNION HIGH SCHOOL DISTRICT
version: July 15, 2010 San Mateo, California
Uniform Complaint Procedures

District Board Policy (BP 1312.3 Adopted 11/17/16) (AR 1312.3 Adopted 11/17/16)

The Board of Trustees recognizes the district’s responsibility to comply with applicable state and federal laws and regulations governing educational programs. The district shall investigate any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, and shall seek to resolve those complaints in accordance with the district’s uniform complaint procedures. (BP 1312.3)

The district shall use the uniform complaint procedures to resolve any complaint alleging unlawful discrimination in district programs and activities based on actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Uniform complaint procedures shall also be used to address any complaint alleging the district’s failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, and the development and adoption of the school safety plan.

The Board prohibits any form of retaliation against any complainant in the complaint process. Participation in the complaint process shall not in any way affect the status, grades, or work assignments of the complainant.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving the problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

In investigating complaints, the confidentiality of the parties involved and the integrity of the process shall be protected. As appropriate, the Superintendent or designee may keep the identity of a complainant confidential to the extent that the investigation of the complaint is not obstructed.

The district’s Williams uniform complaint procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials

2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff

3. Teacher vacancies and misassignments

4. Deficiency in the district’s provision of instruction and/or services to any student who, by the completion of grade 12, has not passed one or both parts of the high school exit examination

Compliance Officers

The following compliance officer(s) shall receive and investigate complaints and shall ensure district compliance with law:
The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable

3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies

4. Include statements that:
   a. The district is primarily responsible for compliance with state and federal laws and regulations.
   b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
   c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination.
   d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision.
   e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
   f. Copies of the district's uniform complaint procedures are available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs or has committed unlawful discrimination.

All complaints shall be investigated and resolved within 60 days of the receipt of the complaint. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.
All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the district's alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR 4630)

A complaint concerning unlawful discrimination may be filed only by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 days. (5 CCR 4630)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

Step 3: Investigation of Complaint

Within 10 days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)
In accordance with law, the district shall provide the investigator with access to records and/or other information related to the allegation in the complaint. (5 CCR 4631)

Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below, within 60 days of the district's receipt of the complaint. (5 CCR 4631)

Step 5: Final Written Decision

The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The district's decision shall be written in English and, when required by Education Code 48985, in the complainant's primary language.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition
5. Corrective actions, if any are warranted
6. Notice of the complainant's right to appeal the district's decision within 15 days to the CDE and procedures to be followed for initiating such an appeal

In addition, any decision concerning a discrimination complaint based on state law shall include a notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. (Education Code 262.3)

If investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

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

3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision

4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator

5. A report of any action taken to resolve the complaint

6. A copy of the district's uniform complaint procedures

7. Other relevant information requested by the CDE

The CDE may directly intervene in a complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For discrimination complaints based on state law, a complainant shall wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law.
William’s Uniform Complaint Procedures

District Board Policy (BP 1312.4 Adopted 11/13/14) (AR 1312.4 Adopted 11/13/14)

Cautionary Notice: As added and amended by SBX 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in “Tier 3” categorical programs. The San Mateo Union High School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee. (AR 1312.4)

Types of Complaints

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

1. Textbooks and instructional materials

   a. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

   b. A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.

   c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

   d. A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Teacher vacancy or misassignment

   a. A semester begins and a teacher vacancy exists.

   b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.

      (cf. 4112.22 - Staff Teaching Pupils of Limited English Proficiency)

   c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)
Beginning of the year or semester means the first day classes necessary to serve all the pupils enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day pupils attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

1. Facilities

a. A condition poses an emergency or urgent threat to the health or safety of pupils or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; or structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. (Education Code 35292.5)

Open restroom means, the school has kept all restrooms open during school hours when pupils are not in classes and has kept a sufficient number of restrooms open during school hours when pupils are in classes. (Education Code 35292.5)

Filing of Complaint

A complaint alleging any condition(s) specified in items #1-3 in the section entitled "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days. (Education Code 35186; 5 CCR 4680)

A complaint alleging any deficiency specified in item #4 in the section entitled "Types of Complaints" above shall be filed with a district official designated by the Superintendent. Such complaints may be filed at the district office or at a school site and shall be immediately forwarded to the Superintendent or designee. (Education Code 35186)

Investigation and Response

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her within 45
working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Board of Trustees at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of pupils or staff as described in item #3a in the section entitled "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

**Reports**

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

**Forms and Notices**

The Superintendent or designee shall ensure a William's complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)
William’s Act Public Notice: Notice to Parents/Guardians, and Teachers

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in "Tier 3" categorical programs. The San Mateo Union High School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Notice to Parents/Guardians, Pupils, And Teachers:

COMPLAINT RIGHTS

Parents/Guardians, Pupils, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.

2. School facilities must be clean, safe, and maintained in good repair.

3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

   Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

   Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.

5. A complaint form can be obtained at the school office or district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site: http://www.cde.ca.gov/re/cp/uc.
William’s Act: Complaint Form

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in "Tier 3" categorical programs. The San Mateo Union High School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

Complaint Form: Williams Uniform Complaint Procedures

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the lack of opportunity to receive intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes No
Contact information:

Name:
Address:
Phone Number Day: Evening:
Email Address, if any:

Location of the problem that is the subject of this complaint:
School: Course Title:
Room Number/Location of the Facility: Grade Level and Teacher Name:
Date problem was observed:

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)
   - A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
   - A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
   - Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
   - A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4681)

   - A semester begins and a teacher vacancy exists. A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
   - A teacher lacking credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
   - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. Facility conditions: (Education Code 17592.72, 35186, 35292.5; 5 CCR 4683)

   - A condition exists that poses an emergency or urgent threat to the health or safety of pupils or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district.
   - A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
   - The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when closing of the restroom is necessary for pupil safety or to make repairs.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of pupils or staff.

Please file this complaint at the following location:

(Principal or title of designee of the Superintendent)

(Address)

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(Signature) 

(Date)

Exhibit San Mateo UNION HIGH SCHOOL DISTRICT
Version: February 10, 2011 San Mateo, California
Environmental Safety

District Board Policy (BP 3514 Adopted 07/15/10) (AR 3514 Adopted 11/14/13)

The Board of Trustees recognizes its obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The Superintendent or designee shall regularly assess school facilities to identify environmental health risks. He/she shall establish a comprehensive plan to prevent and/or mitigate environmental hazards based on a consideration of the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the district, and the potential impact on staff attendance, student attendance, and student achievement. (BP 3514)

Components of Environmental Safety Plan

Strategies addressed in the district's plan shall include, but not necessarily be limited to, the following:

1. Ensuring good indoor air quality by maintaining adequate ventilation; using effective maintenance operations to reduce dust, mold, mildew, and other indoor air contaminants; and considering air quality in the site selection, design, and furnishing of new or remodeled facilities

2. Limiting outdoor activities when necessary due to poor outdoor air quality, including excessive smog, smoke, or ozone, or when ultraviolet radiation levels indicate a high risk of harm

3. Reducing exposure to diesel exhaust and other air contaminants by limiting unnecessary idling of school buses and other commercial motor vehicles

4. Minimizing exposure to lead in paint, soil, and drinking water

5. Inspecting facilities for naturally occurring asbestos and asbestos-containing building materials that pose a health hazard due to damage or deterioration and safely removing, encapsulating, enclosing, or repairing such materials

6. Ensuring the proper storage, use, and disposal of potentially hazardous substances

7. Ensuring the use of effective least toxic pest management practices

8. Instituting a food safety program for the storage, preparation, delivery, and service of school meals in order to reduce the risk of foodborne illnesses

Designation of Employees to Oversee/Coordinate Environmental Safety Program(s)

The Superintendent may designate one or more employees to oversee and coordinate the district's environmental safety program(s). The responsibilities of the coordinator(s) shall include, but not be limited to, overseeing assessments of district facilities, recommending strategies for the prevention and mitigation of environmental health risks, ensuring effective implementation of environmental safety strategies, and reporting to the Superintendent regarding the district's progress in addressing environmental safety concerns.

Indoor Air Quality

The Superintendent or designee shall ensure that the following strategies are implemented in order to provide proper ventilation, humidity, and temperature in school facilities and to reduce indoor air contaminants:
1. Mechanically driven heating, ventilation, and air conditioning systems shall be operated continuously during working hours except under the circumstances specified in 8 CCR 5142. The systems shall be inspected at least annually and problems corrected within a reasonable time. Where the air supply is filtered, the filters shall be replaced or cleaned regularly to prevent significant reductions in airflow. Documentation of inspections, tests of ventilation rates, and maintenance shall be retained for at least five years. (8 CCR 5142-5143)

Staff shall not obstruct airflow by covering or blocking ventilators with posters, furniture, books, or other obstacles.

2. School buildings shall be regularly inspected for water damage, spills, leaks in plumbing and roofs, poor drainage, and improper ventilation so as to preclude the buildup of mold and mildew. Wet building materials and furnishings shall be dried within 48 hours if possible to prevent mold growth. When evidence of mold or mildew is found, maintenance staff shall locate and repair the source of water intrusion and remove or clean moldy materials.

3. Exterior wall and foundation cracks and openings shall be sealed as soon as possible to minimize seepage of radon into buildings from surrounding soils.

4. Least toxic pest management practices shall be used to control and manage pests at school sites.

5. Routine housekeeping and maintenance schedules and practices shall be designed to effectively reduce levels of dust, dirt, and debris. Plain water, soap and water, or low-emission cleaning products shall be used whenever possible. Aerosols, including air fresheners and other products containing ozone, shall be avoided to the extent possible.

6. Painting of school facilities and maintenance or repair duties that require the use of potentially harmful substances shall be limited to those times when school is not in session. Following any such activity, the facility shall be properly ventilated with adequate time allowed prior to reopening for use by any person.

7. Paints, adhesives, and solvents shall be used and stored in well-ventilated areas. These items shall be purchased in small quantities to avoid storage exposure.

8. To the extent possible, printing and duplicating equipment that may generate indoor air pollutants, such as methyl alcohol or ammonia, shall be placed in a well-ventilated area with minimal exposure of students and staff.

9. The district's tobacco-free schools policy shall be consistently enforced in order to reduce the health risks caused by second-hand smoke.

10. Staff shall refrain from bringing common irritants into the classroom, including, but not limited to, furred or feathered animals, stuffed toys that may collect dust mites, or perfumes or lotions, when students in the class are known to have allergies, asthma, or other sensitivities to odors.

Outdoor Air Quality

The Superintendent or designee may monitor local health advisories and outdoor air quality alerts, including forecasts of ozone levels, particle pollution, and/or ultraviolet radiation levels.

Whenever these measures indicate a significant health risk, the Superintendent or designee shall communicate with each principal so that outdoor activities, especially those requiring prolonged or heavy exertion, may be avoided, limited in duration, or modified as necessary for all persons or for persons who may be particularly sensitive.
Vehicle Idling

Except under the conditions specified in 13 CCR 2480 for which vehicle idling may be necessary, the driver of a school bus, student activity bus, or commercial motor vehicle shall: (13 CCR 2480)

1. Turn off the bus or vehicle engine upon stopping at a school or within 100 feet of a school and not restart the engine more than 30 seconds before beginning to depart

2. Not cause or allow the bus or vehicle to idle at any location greater than 100 feet from a school for more than five consecutive minutes or for an aggregated period of more than five minutes in any one hour

The Superintendent or designee shall ensure that all bus drivers, upon employment and at least once per year thereafter, are informed of the requirements specified above and the potential legal and employment consequences of failure to comply. All complaints of noncompliance shall be reviewed and remedial action taken as necessary. The Superintendent or designee shall maintain records of the training and of any complaints and enforcement actions for at least three years. (13 CCR 2480)

Lead Exposure Reduction

In addition to keeping school facilities as dust-free and clean as possible, the following steps shall be taken to minimize potential exposure to lead in school facilities:

1. Lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall not be used in the construction of any new school facility or the modernization or renovation of any existing school facility. (Education Code 32244)

2. Lead exposure hazards shall be evaluated before any renovation or remodeling is begun, and children shall not be allowed in or near buildings in which these activities may create lead dust. Contractors and workers shall comply with state and federal standards related to the handling and disposal of lead debris and the clean-up and containment of dust within the construction area.

3. Lead-based painted surfaces that are in good condition shall be kept intact. If lead-based paint is peeling, flaking, or chalking, contractors or workers shall follow state and federal standards for safe work practices to minimize contamination when removing the paint.

4. Soil with high lead content may be covered with grass, other plantings, concrete, or asphalt.

5. Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards in 40 CFR 141.80 and 22 CCR 64678, water outlets shall be flushed thoroughly each day before use or made inoperable until a plan for remediation can be implemented. The Superintendent or designee may supply alternative sources of drinking water as appropriate.

Any action to abate existing lead hazards, excluding containment or cleaning, shall be taken only by contractors, inspectors, and workers certified by the California Department of Public Health in accordance with 17 CCR35001-35099. (Education Code 32243)

Asbestos Management
The Superintendent shall designate an employee who shall ensure that the district’s responsibilities related to asbestos inspection and abatement are implemented in accordance with federal and state regulations. This employee shall receive adequate training to perform these duties, including, as necessary, basic knowledge of the health effects of asbestos; detection, identification, and assessment of asbestos-containing materials; options for controlling asbestos-containing building materials; and relevant federal and state regulations. (40 CFR 763.84)

The designated employee shall ensure that the district complies with the following requirements:

1. School facilities shall be inspected for asbestos-containing materials as necessary in accordance with the following:
   a. Any school building that is leased or acquired by the district shall be inspected for asbestos-containing materials prior to its use as a school building, unless exempted by federal regulations. (40 CFR 763.85, 763.99)
   b. At least once every three years, the district shall conduct a re-inspection of all known or assumed asbestos-containing building materials in each school building. (40 CFR 763.85)
   c. At least once every six months, the district shall conduct a periodic surveillance consisting of a visual inspection of each school building that contains or is assumed to contain asbestos-containing building materials. (40 CFR 763.92)

2. Based on the results of the inspection, an appropriate response, which is sufficient to protect human health and the environment, shall be determined from among the options specified in 40 CFR 763.90. (40 CFR 763.90)

   The district may select the least burdensome response, taking into consideration local circumstances, including occupancy and use patterns within the school building and economic concerns such as short-term and long-term costs. (40 CFR 763.90)

3. An asbestos management plan for each school site shall be maintained and regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. (15 USC 2643; 40 CFR 763.93)

   The asbestos management plan shall be available for inspection in district and school offices during normal business hours and parent/guardian, teacher, and employee organizations are annually informed of the availability of these plans. (40 CFR 763.84)

4. Staff, students, and parents/guardians shall be informed at least once each school year about any inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities, that are planned or in progress. (40 CFR 763.84)

5. Inspections, re-inspections, periodic surveillance, and response actions, including operations and maintenance, shall be conducted in compliance with state and federal regulations for the protection and safety of workers and all other individuals. (40 CFR 763.84; Education Code 49410.5)

   Asbestos inspection and abatement work and any maintenance activities that may disturb asbestos-containing building materials, except for emergency repairs or small-scale, short-duration maintenance activities, shall be completed by state-certified asbestos inspectors or contractors. (15 USC 2646; 40 CFR 763.84, 763.85, 763.91)

6. All custodial and maintenance employees shall be properly trained in accordance with applicable federal and/or state regulations. (40 CFR 763.84)
All district maintenance and custodial staff who may work in a building that contains asbestos-containing building materials, regardless of whether they are required to work with such materials, shall receive at least two hours of related asbestos awareness training. New maintenance and custodial staff shall receive such training within 60 days after beginning employment. Any maintenance or custodial staff who conducts activities that will disturb asbestos-containing materials shall receive 14 hours of additional training. The trainings shall address the topics specified in 40 CFR 763.92. (15 USC 2655; 40 CFR 763.84, 763.92)

7. Short-term workers, such as telephone repair workers, utility workers, or exterminators, who may come in contact with asbestos in a school shall be provided information regarding the locations of known or suspected asbestos-containing building materials. (40 CFR 763.84)

8. Warning labels shall be posted immediately adjacent to any known or suspected asbestos-containing building material located in routine maintenance areas in accordance with 40 CFR 763.95. (40 CFR 763.84)

The district shall maintain, in both the district and school offices and for a period of three years, records pertaining to each preventive measure and response action taken; staff training; periodic surveillances conducted; cleaning, operations, and maintenance activities; and any fiber release episode. (40 CFR 763.94)

Collaboration with Outside Agencies

In developing strategies to promote healthy school environments, the Superintendent or designee may consult and collaborate with local environmental protection agencies, health agencies, and other community organizations.

Staff Development

The Superintendent or designee shall provide the district's maintenance and facilities staff, bus drivers, food services staff, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing strategies to improve and maintain environmental safety at the schools.

Public Notifications

The Superintendent or designee shall notify the Board, staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at a school site. The notification shall provide information about the district's actions to remedy the hazard and may recommend health screening of staff and students.
Hazardous Substances

District Board Policy (BP 3514.1 Adopted 07/15/10) (AR 3514.1 Adopted 07/15/10)

The Board of Trustees recognizes that potentially hazardous substances are used in the daily operations of our schools. The Superintendent or designee shall ensure these substances are inventoried, used, stored and regularly disposed of in a safe and legal manner. (BP 3514.1)

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under that section. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

Insofar as possible, the Superintendent or designee shall minimize the quantities of hazardous substances stored on school property and shall substitute less dangerous materials for hazardous substances.

The disposal of chemicals may be accomplished in accordance with removal and disposal systems established by the County Office of Education or by permission of the County Superintendent of Schools. (Education Code 49411)

Hazard Communication Program

The Superintendent or designee shall develop, implement and monitor a written hazard communication program in accordance with state law. As part of this program, he/she shall ensure that employees are fully informed about the properties and potential hazards of substances to which they may be exposed and that material safety data sheets are readily accessible to them.

The written hazard communication program shall be available upon request to all employees and their designated representatives. (8 CCR 5194)

The following materials are exempted from the hazard communication program and this district regulation: hazardous wastes; tobacco products; wood and wood products; manufactured articles; food, drugs and cosmetics intended for personal consumption by employees while in the workplace; and substances used in compliance with regulations issued by the Department of Pesticide Regulation pursuant to Food and Agricultural Code12981.

1. Container Labeling

   Except for consumer products, pesticides, alcoholic beverages, and food, drug and additive products which are already labeled in compliance with federal law, no container of hazardous substance shall be accepted by schools or the district unless labeled by the supplier with the following information:

   a. Identity of the hazardous substance(s)

   b. Hazard warning statements

   c. Name and address of the chemical manufacturer or importer

   Whenever hazardous substances are transferred from their original containers to other containers, the secondary containers shall likewise be labeled with the identity and hazard warning statement.
2. Material Safety Data Sheets

Upon receiving a hazardous substance or mixture, the Superintendent or designee shall ensure that the manufacturer has also furnished a Material Safety Data Sheet (MSDS) as required by law. If the MSDS is missing or obviously incomplete, the Superintendent or designee shall request a new MSDS from the manufacturer and shall notify the California Occupational Safety and Health Division (Cal/OSHA) if a complete MSDS is not received.

The Superintendent or designee shall maintain copies of the MSDS for all hazardous substances and ensure that they are kept up to date and available to all affected employees during working hours. He/she shall review each incoming MSDS for new and significant health or safety information and shall disseminate this information to affected employees.

3. Employee Information and Training

Employees shall receive in service training on hazardous substances in their work area at the time of their initial assignment and whenever a new hazard is introduced into their work area. This training shall include but is not limited to: (8 CCR 5194)

a. An overview of the requirements of California's Hazard Communication Regulation (8 CCR 5194), including employee rights described therein

b. The location, availability and content of the district's written hazard communication program

c. Information as to any operations in the employees' work area where hazardous substances are present

d. The physical and health effects of the hazardous substances in the work area

e. Techniques and methods of observation that may determine the presence or release of hazardous substances in the work area

f. Methods by which employees can lessen or prevent exposure to these hazardous substances, such as appropriate work practices, use of personal protective equipment and engineering controls

g. Steps the district has taken to lessen or prevent exposure to these substances

h. Instruction on how to read labels and review the MSDS for appropriate information

i. Emergency and first aid procedures to follow if exposed to the hazardous substance(s)

In addition, employees shall receive training on how to operate the computers or fax machines that provide access to MSDS files

4. List of Hazardous Substances

For specific information about the hazardous substances known to be present in the district and schools, employees may consult the MSDS.

5. Hazardous Non-routine Tasks
When employees are required to perform hazardous nonroutine tasks, they shall first receive information about the specific hazards to which they may be exposed during this activity and the protective/safety measures which must be used. They shall also receive information about emergency procedures and the measures the district has taken to lessen the hazards, including ventilation, respirators, and the presence of another employee.

6. Hazardous Substances in Unlabeled Pipes

Before starting to work on unlabeled pipes, employees shall contact their supervisors for information as to the hazardous substance(s) contained in the pipes, the potential hazards, and safety precautions which must be taken.

7. Informing Contractors

To ensure that outside contractors and their employees work safely in district buildings and schools, the Superintendent or designee shall inform these contractors of hazardous substances which are present on the site and precautions that employees may take to lessen the possibility of exposure. It shall be the contractor's responsibility to disseminate this information to his/her employees and subcontractors.

**Responsibilities of Teachers/Instructors**

Teachers shall instruct students about the importance of proper handling, storage, disposal and protection when using any potentially hazardous substance.
Chapter 5: Safe and Secure Campus

Open/Closed Campus

School Procedure

District Board Policy (BP 5131 Adopted 08/23/2012)

In order to keep students in a supervised, safe and orderly environment, the Board of Trustees establishes a closed campus at all district schools.

Students shall not leave the school grounds at any time during the school day without written permission of their parents/guardians and school authorities. Students who leave school without authorization shall be classified truant and subject to disciplinary action. (cf. 5113 - Absences and Excuses)

Student handbooks shall fully explain all rules and disciplinary procedures involved in the maintenance of the closed campus. (cf. 5144 - Discipline)

Discipline for Off-Campus Conduct

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.
Sexual Harassment

School Procedure

District Board Policy (BP 5145.7 Adopted 11/17/16) (AR 5145.7 Adopted 11/17/16)

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes. (BP 5145.7)

Definition

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, when made on the basis of sex and under any of the following conditions:

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

**Instruction/Information**

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and 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
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

**Complaint Process**

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 (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

**School-Level Complaint Process/Grievance Procedure**

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.
In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. Initiation of Investigation: The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.

4. Investigation Process: The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action.

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

5. Interim Measures: The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.
7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may take into account:

   a. Statements made by the persons identified above
   b. The details and consistency of each person's account
   c. Evidence of how the complaining student reacted to the incident
   d. Evidence of any past instances of harassment by the alleged harasser
   e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

   a. How the misconduct affected one or more students' education
   b. The type, frequency, and duration of the misconduct
   c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
   d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
   e. The size of the school, location of the incidents, and context in which they occurred
   f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

**Enforcement of District Policy**

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. 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 harassment and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community
5. Taking appropriate disciplinary action
**Disciplinary Actions**

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and 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.

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

**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

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, including school web sites

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session

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

5. Be included in the student handbook

5. Be provided to employees and employee organizations

**Confidentiality and Record-Keeping**

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.

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.
Student Discipline

School Procedure

District Board Policy (BP 5144 Adopted 05/22/14) (AR 5144 Adopted 05/22/14)

The Board of Trustees desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health. (BP 5144)

Site-Level Rules

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs. (BP 5144)

In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups:

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. Students enrolled in the school

Each school shall review its site-level discipline rules at least every four years.

It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Disciplinary Strategies

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

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

Disciplinary strategies provided in Board policy, administrative regulation, and law may be used in developing site-level rules. These strategies include, but are not limited to:
1. Referral of the student for advice and counseling

2. Discussion or conference with parents/guardians

3. Break and lunch restriction
   A teacher may restrict a student's break and lunch time only when he/she believes that this action is the most effective way to bring about improved behavior. When break and lunch restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction.

   Break and lunch restriction shall be subject to the following conditions:
   a. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
   b. The student shall remain under a certificated employee's supervision during the period of restriction.
   c. Teachers shall inform the principal of any break and lunch restrictions they impose.

4. Detention during and after school hours
   Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day.

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

   In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs.

   Students shall remain under the supervision of a certificated employee during the period of detention.

   Students may be offered the choice of serving their detention on Saturday rather than after school.

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

6. Community service

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

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

8. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

**Prohibited Discipline – Corporal Punishment**

1. Definition: Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

2. Corporal punishment shall not be used as a disciplinary measure against any student.

3. Corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity.

4. An employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment.

**Superintendent and Trustee Review of School Site Disciplinary Policies**

Each school shall file a copy of its rules with the Superintendent or designee. The rules shall be consistent with law, Board policy, and district regulations. The Board of Trustees may review, at an open meeting, the approved school discipline rules for consistency with Board.

**Notice to Parents/Guardians and Students**

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline including suspension and expulsion.

**Staff Development**

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.
Suspension and Expulsion

School Procedure

District Board Policy (BP 5144.1 Adopted 05/12/14) (AR 5144.1 Adopted 05/12/14)

The Board of Trustees desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. (BP 5144.1)

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

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

Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when the student involved has a history of misconduct and other means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to himself/herself or others.

Definition of Suspension and Expulsion

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following:

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 Board of Trustees 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. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel.

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

Jurisdiction of School/District Authority

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, the following:
1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

Grounds for Suspension and Expulsion

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(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.

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. Disrupted school activities or otherwise willfully defied 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))

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

13. 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))

14. 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))

15. 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))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. 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.

18. 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.

   Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

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

   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))
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)

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

20. 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)

21. 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)

22. 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)

**Mandatory Recommendation for Expulsions**

Unless the Superintendent, principal, or designee finds that expulsion is inappropriate due to particular circumstances, the Superintendent, principal, or designee shall recommend a student’s expulsion for any of the following acts: (Education Code 48915(a))

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

2. Possession of any knife as defined in Education Code 48915(g), explosive, 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 the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee
Mandatory Recommendation for Expulsion and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be:

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence

2. Brandishing a knife as defined in Education Code 48915(g) at another person

3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above

5. Possessing an explosive as defined in 18 USC 921

Removal from Class by a Teacher and Parental Attendance

A teacher may remove any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above.

1. When removing a student from his/her 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 removed.

2. As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. 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.

3. A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal.

4. A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed.

5. The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal.

6. Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has removed to attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law.

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.
This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date

2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student

3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

Alternatives to Suspension or Expulsion

To correct the behavior of students who are subject to discipline, the Superintendent or designee, to the extent allowed by law, shall use alternative disciplinary measures that keep students in school during the school day. Alternatives to suspension or expulsion also shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.
Staff Notification of Dangerous Students

School Procedure

District Board Policy (BP 4158 Adopted 06/23/11) (AR 4158 Adopted 06/23/11)

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. (BP 4158)

EC 49079 requires teacher notification of students committing or reasonably suspected of committing a “dangerous act” within the last 3 years (EC 48900 except tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with teachers as appropriate.

California Education Code Section 49079 reads as follows:

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Teacher Notification Process - District
At the beginning of each school year, the District’s Attendance and Welfare Office sends out a notification to all certificated staff advising certificated staff of their right to be informed of each pupil who has engaged in, or is reasonably suspected to have engaged in, any acts described in California Education Code sections 48900-48915.
Date: 
To: All Certificated Staff 
From: Don Scatena, Director of Student Services 
Subject: Annual Dangerous Student Notification 

In accordance with California Education Code section 49079 (Dangerous Student Notification), we want to ensure that all teachers are informed of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in California Education Code sections 48900-48915. This section virtually covers any disciplinary, suspendable or expellable violation of CA Education Code except for tobacco and defiance/disruption related violations. The District’s Student Information System (SIS), AERIES, automatically ‘tags’ every student who has an SSA (Safe Schools Act) Date. *This “tag” consists of an asterisk by the student’s name on your class roster with a reference that the student has an “SSA Date.”* The "SSA Date" corresponds with the latest disciplinary action that falls within the guidelines of CA Ed Code section 49079.

The SSA Date remains part of the student's permanent record for at least three years. As a certificated employee, you have the right to speak with your site administration to review the student's records; however, **information received is strictly confidential and may not be shared with other staff, students, parents, or other unauthorized persons.** It is imperative that you not allow unauthorized access to your AERIES account as students with an SSA date will be identified by an asterisk by their name with a reference that student has an "SSA Date". Refrain from posting the Aeries rosters and seating charts on LCDs or overheads in the classroom. This notification is an automatic part of the disciplinary action and provides certificated staff with immediate notification. Starting a few years ago, this electronic notification replaced the annual Dangerous Student Notification lists that were distributed in a hard copy form in years past.

You are also advised that the Safe School Act covers a wide variety of disciplinary actions and practically any student who has engaged, or believed to have engaged, in any act in violation of CA Ed Code Section 48900 et.al., will be tagged! Please refer to the attached list of the offenses that may cause a Dangerous Student Notification.

California Education Code Section 49070 reads as follows:

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

RE: Annual Dangerous Student Notification
(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

If you have any questions or would like additional information, please feel free to contact your site administration.

Enc  CA Education Code Section(s) 48900-48915
List of Education Code Violations that Trigger a Dangerous Student Notification

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(Notes: tobacco related offenses are excluded from list)

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:

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 pupil.
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive
Dressing and Grooming

School Procedure

District Board Policy (BP 5132 Adopted 07/15/10) (AR 5132 Adopted 06/08/17)

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

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

Gang-Related Apparel

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

School Procedure

District Board Policy (BP 5131 Adopted 08/23/12)

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation. (BP 5131)

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct. (BP 5131)

Prohibited Conduct

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate. (BP 5131)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities. (BP 5131)

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyber bullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption

3. Conduct that disrupts the orderly classroom or school environment

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district
   a. The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)
   a. Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time
   a. Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.
   b. 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 purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests

11. Inappropriate attire

12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

**Employee Responsibility for the Supervision of Student Conduct**

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report 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 an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure. (Refer to Page 118)
Absences and Excuses

School Procedure

District Board Policy (BP 5113 Adopted 06/08/17) (AR 5113 Adopted 06/08/17)

The Board of Trustees believes that regular attendance plays an important role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 6 to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy. (BP 5113)

General Information
Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by law, Board policy and administration regulations. (Education Code 46010, 48205, 48216)

Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during nonschool hours.

At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students, and to all students in grades 7 through 12, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1; cf. 5145.6)

Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment.

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulations. (Education Code 46014)

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

Excused Absences
A student's absence shall be excused for the following reasons:

1. Personal illness (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205; cf. 5112.2)
3. Medical, dental, optometrical, or chiropractic appointment (Education Code 48205)
4. Attendance at funeral services for a member of the immediate family, which shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)
Immediate family shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student’s immediate household. (Education Code 45194, 48205)

5. Jury duty in the manner provided by law (Education Code 48205)

6. The illness or medical appointment during school hours of a child to whom the student is the custodial parent (Education Code 48205; cf. 5146)

7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
   a. Appearance in court
   b. Attendance at a funeral service
   c. Observation of a holiday or ceremony of his/her religion
   d. Attendance at religious retreats not to exceed four hours per semester
   e. Attendance at an employment conference
   f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization

8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205; cf. 6142.3)

9. Participation in religious exercises or to receive moral and religious instruction in accordance with district policy (Education Code 46014; cf. 6141.2)
   a. In such instances, the student shall attend at least the minimum school day.
   b. The student shall be excused for this purpose on no more than four days per semester.

Method to Verify Absences

When a student who has been absent returns to school, he/she shall present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having control of the minor, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

The following methods may be used to verify student absences:

1. Written note, fax, or email from parent/guardian or parent representative.

2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
   a. Name of student
   b. Name of parent/guardian or parent representative
   c. Name of verifying employee
   d. Date(s) of absence
   e. Reason for absence

3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.
4. Physician's verification.
   a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
   b. When a student has had 14 absences in the school year for illness verified by methods listed in #1-3 above, any further absences for illness may be verified by a physician.
Chronic Absences and Truancy

School Procedure

District Board Policy (BP 5113.1 Adopted 05/14/13) (AR 5113.1 Adopted 05/14/13)

The Board of Trustees believes that excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state’s compulsory education law and take full advantage of educational opportunities provided by the district. (BP 5113.1)

Overview

The Superintendent or designee shall establish a system to accurately track and monitor student attendance, including methods to identify students classified as chronic absentees and truants, as defined in law and administrative regulation.

To encourage school attendance, the Superintendent or designee shall develop strategies that focus on prevention and early intervention of attendance problems. Preventive strategies may include efforts to provide a safe and positive school environment, relevant and engaging learning experiences, and school activities that help develop students’ feelings of connectedness with the schools. The Superintendent or designee also may provide incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The Superintendent or designee shall work with students and parents/guardians to identify factors contributing to chronic absence and truancy. Based on this needs assessment, he/she shall collaborate with community agencies, including, but not limited to, child welfare services, law enforcement, courts, and/or public health care agencies, to ensure that alternative educational programs and nutrition, health care, and other support services are available for students and families and to intervene as necessary when students have serious attendance problems.

As required by law, habitually truant students shall be referred to a school attendance review board (SARB), a truancy mediation program operated by the county's district attorney or probation officer, and/or a juvenile court.

The Superintendent or designee shall regularly analyze data on student absence to identify patterns of absence districtwide and by school, grade level, and student population. Such data shall be used to identify common barriers to attendance, prioritize resources for intervention, and monitor progress over time. The Superintendent or designee shall periodically report this information to the Board for purposes of evaluating the effectiveness of strategies implemented to reduce chronic absence and truancy and making changes as needed. As appropriate, the Superintendent or designee also shall provide this information to key school staff and community agency partners to engage them in program evaluation and improvement.

Definitions of Chronic Absenteeism and Truancy

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260-48263 and 48291. (Education Code 48263.6)

**Attendance Supervisor(s)**

The Superintendent or designee shall appoint or contract with a supervisor of attendance and assistant supervisors as necessary to supervise the attendance of district students. Such supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent. (Education Code 48240, 48243, 48244)

**Methods to Address Chronic Absence**

When a student is identified as a chronic absentee, the attendance supervisor shall communicate with the student and his/her parent/guardian to determine the reason(s) for the excessive absences, ensure the student and parent/guardian are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

The student may be referred to a student success team or school-site attendance review team to assist in evaluating the student's needs and identifying strategies and programs that may assist him/her.

A student who is struggling academically may be offered tutoring or other supplemental instruction, extended learning opportunities, and/or alternative educational options as appropriate.

Whenever chronic absenteeism is linked to a nonschool condition, the attendance supervisor may recommend community resources and/or collaborate with community agencies and organizations to address the needs of the student and his/her family.

**Methods to Address Truancy**

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may arrest or assume temporary custody, during school hours, of any minor student found away from his/her home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266; cf. 3515.3)

The attendance supervisor shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code48290)

When a student has been identified as a truant, as defined above, the following steps shall be implemented based on the number of truancies he/she has committed:
1. Initial truancy
   a. A student who is initially classified as truant shall be reported to the attendance supervisor. (Education Code 48260)
   b. The student's parent/guardian shall be notified by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)
      (1) The student is truant.
      (2) The parent/guardian is obligated to compel the student to attend school. If the parent/guardian fails to meet this obligation, he/she may be guilty of an infraction of the law and subject to prosecution pursuant to Education Code 48290-48296.
      (3) Alternative educational programs are available in the district.
      (4) The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy.
      (5) The student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or attendance supervisor or his/her designee under Education Code 48264 if found away from home and absent from school without a valid excuse.
      (6) The student may be subject to suspension, restriction, or delay of his/her driving privilege pursuant to Vehicle Code 13202.7.
      (7) It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.
   c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)
   d. The student may be given a written warning by a peace officer. A record of this warning may be kept at school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)
   e. The attendance supervisor may notify the district attorney and/or probation officer of the name of each student who has been classified as a truant and the name and address of the student's parents/guardians. (Education Code 48260.6)

2. Second truancy
   a. Any student who has once been reported as a truant shall again be reported to the attendance supervisor as a truant if he/she is absent from school without valid excuse one or more days or is tardy on one or more days. (Education Code 48261)
   b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223. (Education Code 48264.5)
   c. The student may be assigned to an after-school or weekend study program within the county. If the student fails to successfully complete this study program, he/she shall be subject to item #3 below. (Education Code 48264.5)
   d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call. (Education Code 48262)
   e. The attendance supervisor may notify the district attorney and/or probation officer whether the student continues to be classified as a truant after the parents/guardians have been notified in accordance with item #1b above. (Education Code 48260.6)

3. Third truancy (habitual truancy)
   a. A student who is habitually truant, irregular in school attendance, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the district's attendance supervisor. (Education Code 48263, 48264.5)
   b. Upon making a referral to the SARB or the probation department, the attendance supervisor shall provide the student and parent/guardian, in writing, the name and address of the SARB or probation department and the
reason for the referral. This notice shall indicate that the student and parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)

c. If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #4 below. (Education Code 48264.5)

d. If the attendance supervisor determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or student's parents/guardians have failed to respond to the directives of the district or to services provided, the attendance supervisor may so notify the district attorney and/or the probation officer. (Education Code 48263)

4. Fourth truancy
   a. Upon his/her fourth truancy within the same school year, the student shall be within the jurisdiction of the juvenile court. (Education Code 48264.5; Welfare and Institutions Code 601)
   b. If a student has been adjudged by the county juvenile court to be a habitual truant, the attendance supervisor shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school. The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

5. Absence for 10 percent of school days (chronic truancy)

The attendance supervisor shall ensure that the student's parents/guardians are offered language-accessible support services to address the student's truancy.

Required Recordkeeping

The Superintendent or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. The Superintendent or designee also shall document all contacts with a student and his/her parent/guardian regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

The Superintendent or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

School Attendance Review Board

The Board shall submit nominations to the County Superintendent of Schools for a district representative on the county SARB. (Education Code 48321)

The Board shall appoint members of the district's SARB, who may include, but need not be limited to, a parent/guardian as well as representatives of the district, county probation department, county welfare department, county office of education, law enforcement agencies, community-based youth service centers, school guidance personnel, child welfare and attendance personnel, and school or county health care personnel. (Education Code 48321)

The district's SARB shall operate in accordance with Education Code 48320-48325 and procedures established by the Superintendent or designee.
Possession/Use of Cellular Phones and Other Mobile Communications

School Procedure

District Board Policy (BP 5131 Adopted 08/23/12)

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 are limited to health-related purposes. (Education Code 48901.5) (BP 5131)

Limitations to Usage of Cellular Device

Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

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 purposes related to the student's health. (Education Code 48901.5) (BP 5131)

Right to Search and Seizure of Cellular Device

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.

Disciplinary Sanctions for Mis-use of Cellular Device

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.
Bus Conducts

School Procedure

District Board Policy (BP 5131.1 Adopted 07/15/10) (AR 5131.1 Adopted 07/15/10)

In order to help ensure the safety and well-being of students, bus drivers, and others, the Board of Trustees expects students to exhibit appropriate and orderly conduct at all times when using school transportation, including while preparing to ride, riding, or leaving the bus. (BP 5131.1)

The Superintendent or designee shall establish regulations related to student conduct on buses, bus driver authority, and the suspension of riding privileges. He/she shall make these rules available to parents/guardians, students, and other interested parties. (BP 5131.1) (cf. 3452 - School Bus Drivers)

1. Students found to be in violation of the district's bus conduct rules shall be subject to discipline in accordance with Board policy and administrative regulation.

2. The Superintendent or designee may deny a student the privilege of using school transportation upon the student's continued disorderly conduct or his/her persistent refusal to submit to the authority of the driver.

Bus Rider Rules

The following rules apply at all times when students are riding a school bus, including when on school activity trips:

1. Riders shall follow the instructions and directions of the bus driver at all times.

2. Riders should arrive at their designated bus stop on time and stand in a safe place at the stop to wait quietly for the bus.

3. Riders shall enter the bus in an orderly manner and go directly to their seats.

4. Riders shall sit down and fasten any passenger restraint systems. Riders shall remain seated while the bus is in motion.

5. Riders shall not block the aisle or emergency exit with their body or personal belongings. Riders may bring large or bulky items, such as class projects or musical instruments, on the bus only if the item does not displace any other rider or obstruct the driver's vision.

6. Riders should be courteous to the driver and to fellow passengers. Vulgarity, rude, or abusive behavior is prohibited.

7. Any noise or behavior that could distract the driver, such as loud talking, scuffling or fighting, throwing objects, or standing or changing seats, is prohibited and may lead to suspension of riding privileges.

8. Riders shall not use tobacco products, eat, or drink while riding the bus.
9. Riders may bring electronic devices onto the bus only if such devices are permitted at school. If the use of cellular telephones or similar devices disrupts the safe operation of the school bus, the bus driver may direct the student to no longer use the device on the bus.

10. Riders shall not put any part of the body out of the window nor throw any item from the bus.

11. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.

12. Service animals are permitted on school transportation services; all other animals are prohibited.

13. Upon reaching their destination, riders shall remain seated until the bus comes to a complete stop and upon the signal from the driver, unfasten any restraint system, enter the aisle, and go directly to the exit.

14. Riders should be alert for traffic when leaving the bus and shall follow the district's transportation safety plan when crossing the road and exiting the bus.

The driver or any passenger shall report any violation of the district's bus rules to the principal or designee. The principal or designee shall notify the student's parent/guardian of the misbehavior, determine the severity of the misconduct, and take action accordingly. In instances of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined appropriate by the principal or designee.

Bus drivers shall not deny transportation services except as directed by the principal or designee.

**Bus Surveillance Systems**

The Board believes that the use of surveillance systems on school buses will help to deter misconduct and improve discipline, ensure the safety of students and bus drivers, and prevent vandalism. Therefore, surveillance systems may be installed and used on school buses to monitor student behavior while traveling to and from school and school activities.

The Superintendent or designee shall notify students, parents/guardians, and staff that surveillance may occur on any school bus and that the contents of a recording may be a student record and, as such, may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate. In addition, a prominent notice shall be placed in each bus stating that the bus is equipped with a surveillance monitoring system.
Bullying

School Procedure

District Board Policy (BP 5131.2 Adopted 12/10/15)

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. (5131.2)

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.

Definition – Bullying

Any act of bullying, including, but not limited to bullying committed by means of an “electronic act” may result in suspension, police involvement, and a recommendation for possible expulsion. Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device such as a telephone, wireless phone or other wireless device, computer, or pager.

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.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 (items #20-22 below), that has any of the effects described above on a reasonable student.

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

Definition – Cyber Bullying

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.

Bullying Prevention
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 handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

**Intervention**

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so.

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

**Complaints and Investigation**

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyber bullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyber bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

**Discipline**
Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.
Student Disturbance

School Procedure

**District Board Policy (BP 5131.4 Adopted 07/15/10) (AR 5131.4 Adopted 07/15/10)**

The Board of Trustees desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the Superintendent or designee may request law enforcement assistance. (BP 5131.4)

**Prohibited Activities**

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline action in accordance with Board Policy and Administrative Regulations:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight

2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

a. Organizing or participating in unauthorized assemblies on school premises

b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises

c. Interfering with or unauthorized use of the district's computer system

3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of school personnel

4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity

a. Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

**Extension of Class Period and/or Dismissal of School**

During any disturbance in which additional students might become involved while changing classes, the principal or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

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The principal may also request that the Superintendent dismiss school in accordance with the school disturbance response plan.

**Student Disturbance Response Plan – Site Level**

The Superintendent or designee and the principal of each school shall establish a school disturbance response plan that is intended to curb disruptions which may lead to riots, violence, or vandalism at school or at school-sponsored events. In developing each school’s plan, the Superintendent or designee shall consult with local law enforcement authorities to create guidelines for law enforcement support and intervention.

**Staff Duty to Report**

Staffs are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staffs, who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal/designee who will invoke the school disturbance response plan.
Vandalism and Graffiti

School Procedure

District Board Policy (BP 5131.5 Adopted 07/15/10)

The Board of Trustees desires to enhance student learning by striving to provide an environment where students and staff can feel safe and secure and can take pride in their school. To that end, the Superintendent or designee shall develop strategies for preventing graffiti and vandalism on school grounds, including collaborating with local law enforcement and city and county officials, as appropriate, to help develop a coordinated response to graffiti and vandalism in the community. (BP 5131.5)

Students and staff are encouraged to report any graffiti or vandalism to the principal or designee for investigation. The principal or designee shall determine whether the incident necessitates an investigation pursuant to the district's sexual harassment, hate-motivated behavior, or nondiscrimination grievance procedure.

As appropriate, the principal or designee may contact local law enforcement in instances when the graffiti is repetitive, identifies particular targets or groups, identifies the perpetrator, and/or contains incitements to violence, threats, or intimidation. Photographs or other evidence of the vandalism or graffiti shall be preserved as necessary for investigation by the district or law enforcement and as evidence in any district disciplinary proceedings.

The principal or designee shall ensure that graffiti on school grounds is removed and covered as soon as possible, and if practicable before the beginning of the school day.

A student who commits an act of vandalism or graffiti on school grounds shall be subject to disciplinary action, including, but not limited to, suspension or expulsion in accordance with Board policy and administrative regulation. If reparation for damages is not made, the district also may withhold the student's grades, diploma, and/or transcripts in accordance with law.
Alcohol and Other Drugs

School Procedure

District Board Policy (BP 5131.6 Adopted 07/15/10) (AR 5131.6 Adopted 07/15/10)

The Board of Trustees believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning. (5131.6)

Comprehensive Prevention and Intervention Program

The Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs.

The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians and coordination with appropriate community agencies and organizations.

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's program in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall consult with principals, teachers, other school personnel, students and parents/guardians when developing the district's program.

The Superintendent or designee shall clearly communicate to all students, staff and parents/guardians the district's policies, regulations and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely distributed in the community.

The district's drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.

Instruction

The District shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use of drugs or alcohol when such use is illegal.
a. The curriculum of all schools shall include instruction on the effects upon the human body, as determined by science, of tobacco, alcohol, narcotics, dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances.

b. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level.

c. In grades 9-12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by Education Code 51220.

d. Instruction shall also include a study of the effects of alcohol and other drugs upon prenatal development.

Instruction shall be provided by appropriately trained instructors who have demonstrated competencies, as determined by the principal or designee, in the following areas:

a. The ability to interact with students in a positive way

b. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus

c. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

**Staff Development**

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

**Intervention, Referral and Student Assistance Programs**

School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral and other student assistance programs.

District staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction.

Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

If the principal or designee, in his/her professional capacity or in the course of his/her employment, knows, observes or suspects that a student may be under the influence of alcohol or drugs, he/she may notify the parent/guardian.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.
Confidentiality

School staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. A school counselor may report such information to the principal or parent/guardian only when he/she believes that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community. The school counselor shall not disclose such information to the parent/guardian if he/she believes that the disclosure would result in a clear and present danger to the student's health, safety or welfare.

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds or at school-sponsored activities.

Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.
District Board Policy (BP 5131.62 Adopted 11/17/16) (AR 5131.62 Adopted 07/15/10)

The Board of Trustees recognizes that tobacco use presents serious health risks and desires to provide support and assistance in reducing the number of students who begin or continue to use tobacco. The Superintendent or designee shall establish a comprehensive program that includes consistent enforcement of laws prohibiting tobacco possession and use by students, tobacco-use prevention education including youth development activities, and intervention and cessation activities and/or referrals. (BP 5131.62)

Prohibition Against Tobacco Use

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.

Students' possession or use of nicotine delivery devices, such as electronic cigarettes, is also prohibited.

These prohibitions do not apply to a student's possession or use of his/her own prescription products.

Prevention Instruction

The district shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from 9-12. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs.

The district's tobacco-use prevention program shall provide students in grades 9-12 instruction which addresses the following topics:

1. Immediate and long-term undesirable physiologic, cosmetic, and social consequences of tobacco use
2. Reasons that adolescent say they smoke or use tobacco
3. Peer norms and social influences that promote tobacco use
4. Refusal skills for resisting social influences that promote tobacco use

Intervention/Cessation Services

The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. When appropriate, such intervention services may be provided as an alternative to suspension for tobacco possession.
a. These services shall be directed toward current users and shall be voluntary for students who desire assistance in ceasing the use of tobacco.

b. In addition to targeting students who currently use tobacco, the district's program shall target students most at risk for beginning to use tobacco as identified through a local needs assessment.

c. The district shall provide or refer every pregnant and parenting minor enrolled in the district to tobacco-use prevention services. Such services may be integrated with existing programs for pregnant and parenting minors and may include:

1. Referral to parental and related support services
2. Outreach services and assessment of smoking status
3. Individualized counseling and advocacy services
4. Motivational messages
5. Cessation services, if appropriate
6. Incentives to maintain a healthy lifestyle
7. Follow-up assessment
8. Maintenance and relapse prevention services

d. Program Planning
e. Program Evaluation

The district's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

The Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

The Superintendent or designee also shall coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.

The Superintendent or designee shall select anti-tobacco programs based on the model program designs identified by the California Department of Education (CDE) and may modify the model to meet district needs. (Health and Safety Code 104420)

The Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which has received funding from the tobacco industry.

To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.
Steroids

School Procedure

District Board Policy (BP 5131.63 Adopted 07/15/10) (AR 5131.63 Adopted 07/15/10)

The Board of Trustees recognizes that the use of steroids and other performance-enhancing supplements presents a serious health and safety hazard. As part of the district's drug prevention and intervention efforts, the Superintendent or designee and staff shall make every reasonable effort to prevent students from using steroids or other performance-enhancing supplements. (BP 5131.63)

Instruction

Students in grades 9-12 shall receive a lesson on the effects of steroids as part of their health, physical education, or drug education program.

Athletics

Students participating in interscholastic athletics are prohibited from using steroids and dietary supplements banned by the U.S. Anti-Doping Agency as well as the substance synephrine.

Before participating in interscholastic athletics, a student athlete and his/her parent/guardian shall sign a statement that the student athlete pledges not to use androgenic/anabolic steroids and dietary supplements banned by the U.S. Anti-Doping Agency and the substance synephrine, unless the student has a written prescription from a licensed health care practitioner to treat a medical condition.

A student who is found to have violated the agreement or this policy shall be restricted from participating in athletics and shall be subject to disciplinary procedures including, but not limited to, suspension or expulsion in accordance with law, Board policy, and administrative regulation.

Coaches shall educate students about the district's prohibition and the dangers of using steroids and other performance-enhancing supplements.

Agreement for Student Athlete and Parent/Guardian Regarding Use of Steroids

All student athletes and their Parent/Guardian must sign an agreement prior to participation in any California Interscholastic Federation activity regarding the prohibition of the use of steroids or other performance enhancing drugs.

Prohibition on Advertisement/Sponsorships/Donations

The Superintendent or designee shall ensure that district schools do not accept sponsorships or donations from supplement manufacturers that offer muscle-building supplements to students.

The district shall not accept a sponsorship from any manufacturer or distributor whose name appears on the label of a dietary supplement that contains substances banned by the U.S. Anti-Doping Agency and the substance synephrine. Such supplements shall not be sold, distributed, or marketed at a school-related event.
Marketing includes, but is not limited to, direct product advertising, provision of educational materials, product promotion by a district employee or volunteer, product placement, clothing or equipment giveaways, or scholarships. Marketing shall not include the inadvertent display of a product name or advertising by a person who is not a manufacturer or distributor.

School personnel and coaches may provide only non-muscle-building nutritional supplements to student athletes for the purpose of providing additional calories and electrolytes, provided that they do not contain any dietary supplements prohibited by the U.S. Anti-Doping Agency and the substance synephrine. Permissible non-muscle-building nutritional supplements are identified according to the following classes: carbohydrate/electrolyte drinks, energy bars, carbohydrate boosters, and vitamins and minerals.

School personnel, including coaches, shall follow the manufacturer’s recommendations when discussing the use of any drug or food supplement with a student athlete. In order to minimize the health and safety risks to student athletes, school personnel shall not supply or recommend any drug, medication, or food supplement to enhance an athlete's performance.

**Required Posting of Notice Regarding Steroid Use**

The principal or designee shall ensure that the following warning, reproduced in 10-point bold type, is posted in every locker room of schools with classes in grades 9-12 and contained in any contracts for the lease or rental of the school’s athletic facilities:

Warning: Use of steroids to increase strength or growth can cause serious health problems. Steroids can keep teenagers from growing to their full height; they can also cause heart disease, stroke, and damaged liver function.

Men and women using steroids may develop fertility problems, personality changes, and acne. Men can also experience premature balding and development of breast tissue. These health hazards are in addition to the civil and criminal penalties for unauthorized sale, use, or exchange of anabolic steroids.
Weapons and Dangerous Instruments

School Procedure

District Board Policy (BP 5131.7 Adopted 05/10/12) (AR 5131.7 Adopted 05/10/12)

The Board of Trustees recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons. (BP 5131.7)

Possession of Weapons – General

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

Unless he/she has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon.

Prohibited Weapons and Dangerous Instruments

Prohibited weapons and dangerous instruments include, but are not limited to:

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion

2. Ammunition or reloaded ammunition

3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade

4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices

5. Any instrument that expels a metallic projectile, plastic or other hard material, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun

6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

8. Tear gas or tear gas weapons such as pepper spray

**Reporting of the Possession of Dangerous Objects**

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

**Authority of Staff to Confiscate Weapons and Dangerous Objects**

Under the power granted to the Board to protect the safety of students, staff, and others on district property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal
   a. When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.
   b. The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession.

**Advance Permission for Possession of a Weapon for Educational Purposes**

The parent/guardian of a student who desires to possess a firearm, imitation firearm, or other prohibited weapon on school grounds for an educational purpose shall, at least five school days in advance of the planned possession, submit a written request to the principal which explains the planned use of the weapon and the duration. The student shall also submit a written explanation from the staff person responsible for the school-sponsored activity or class.
The principal may grant permission for such possession when he/she determines that it is necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, he/she shall provide the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession.

When the principal or designee grants permission, he/she shall take all necessary precautions to ensure the safety of all persons on school grounds, including, but not limited to, inspecting a firearm to verify that no live ammunition is present. Any weapon allowed shall be stored in a locked vehicle or in an appropriate, locked container before and after its authorized use.

A student granted permission to possess a weapon may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.
Gangs

School Procedure

District Board Policy (BP 5136 Adopted 07/15/10) (AR 5136 Adopted 07/15/10)

The Board of Trustees desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities. (BP5136)

Staff Development

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

Gang Prevention and Intervention

The Board realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. Age-appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

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

In order to discourage the influence of gangs, school staff shall take the following measures:

1. Any student displaying behavior, gestures, apparel or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.
   a. The student's parent/guardian shall be contacted and may be asked to meet with school staff.
   b. The student may be sent home to change clothes if necessary.

2. Staff members may be provided with the names of known gang members.

3. Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations.

4. Any gang graffiti on school premises shall be removed, washed down or painted over as soon as discovered.
   a. Daily checks for graffiti shall be made throughout the campus.
b. Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.

5. Classroom and after-school programs at each school shall be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities. These programs shall also:

a. Explain the dangers of gang membership
b. Provide counseling for targeted at-risk students
c. Include lessons or role-playing workshops in gang avoidance skills and nonviolent conflict resolution, including communication skills, anger management, ethnic/cultural tolerance, and mediation skills
d. Assign individual gang members to cooperative learning groups in which they may work toward common goals with students who are not members of their gang
e. Provide school-to-career instruction
f. Provide positive interaction with local law enforcement staff

1. Gang prevention lessons may be taught jointly by teachers and law enforcement staff.

6. Staff shall actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging, including:

a. Positive sports and cultural activities and affiliations with the local community
b. Structured, goal-oriented community service projects

Parent Education and Community Outreach

Gang prevention classes or counseling offered for parents/guardians shall address the following topics:

1. The dangers of gang membership
2. Warning signs which may indicate that children are at risk of becoming involved with gangs
3. The nature of local gang apparel and graffiti
4. Effective parenting techniques
5. Conflict resolution techniques

Community programs shall address:

1. The scope and nature of local gang problems
2. Strategies by which each segment of the community may alleviate gang problems
Hate Motivated Behavior

School Procedure

District Board Policy (BP 5145.9 Adopted 07/15/10)

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices. (BP 5145.9)

Community Involvement

The Superintendent or designee may collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

Instruction

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

Staff Development and Responsibility to Report

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

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

Grievance Procedures and Support for Victim

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment.

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

Discipline

A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.
As necessary, the district shall provide counseling, guidance, and support to students who exhibit such behavior.
Nondiscrimination/Harassment

School Procedure

District Board Policy (BP 5145.3 Adopted 11/17/116) (AR 5145.3 Adopted 11/17/16)

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. (BP 5145.3)

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and 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.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

Grievance Procedures

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the district's nondiscrimination policies:

Deputy Superintendent, Human Resources and Instruction
Human Resources Generalist
Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

**Duties of School Employees to Respond to Allegations of Discrimination/Harassment**

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall report the incident to the Coordinator or principal, whether or not the victim files a complaint.

In addition, the employee shall immediately intervene when safe to do so.

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

Within 30 days of receiving the district's report, the complainant may appeal to the Board if he/she disagrees with the resolution of the complaint. The Board shall make a decision at its next regular meeting and its decision shall be final.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language.
Questioning and Apprehension by Law Enforcement

School Procedure

District Board Policy (BP 5145.11 Adopted 10/12/11) (AR 5145.11 Adopted 07/15/10)

The Board of Trustees believes that the safety of district students and staff is essential to achieving the goal of student learning. In accordance with standards specified in law, law enforcement officers may interview and question students on school premises and may remove them when appropriate. (BP 5145.11)

The Superintendent or designee shall collaborate with local law enforcement agencies to establish procedures which enable law enforcement officers to carry out their duties on school campus, including, when necessary, the questioning and/or apprehension of students.

Questioning on School Grounds

When any law enforcement officer requests an interview with a student, the principal or designee shall request the officer's identity, his/her official capacity, and the legal authority under which the interview is to be conducted.

The principal or designee shall maintain a record of all documentation relative to law enforcement interviews of students. Such records shall include:

1. The date and time, name and identifying number of the officer
2. The agency employing the officer and his/her official capacity, the time when he/she arrived and left
3. The fact that the principal or designee was or was not present during the interview, the reason for the questioning and/or release, and
4. Any other pertinent information.

The principal or designee shall accommodate the interview in a way that causes the least possible disruption for the student and school and provides the student appropriate privacy.

At the law enforcement officer's discretion and with the student's approval, the principal or designee may be present during the interview.

Except in cases of child abuse or neglect, the principal or designee shall attempt to notify the student's parent/guardian as soon as practicable after the law enforcement officer has interviewed the student on school premises.

If a minor student is removed from school into the custody of law enforcement, the principal or designee shall immediately notify the parent/guardian or responsible relative regarding the student's release and the place to which he/she is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse.

Apprehension
Police officers, officers of the juvenile court, and other authorized law enforcement officials have an absolute right to enter a school to take a student into custody or to make an arrest of a student.

If a minor student is removed from school into the custody of a peace officer, the principal or designee shall immediately notify the parent/guardian or responsible relative regarding the student's release and the place to which he/she is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse.

The principal or designee shall record the time(s) of contact or attempted contact with the parent/guardian.

If the student is suspected of being a victim of child abuse, the Superintendent or designee shall give the telephone number and address of the student's parent/guardian to the law enforcement officer, and the officer then has the responsibility of immediately notifying the parent/guardian.

The Superintendent or designee shall immediately be notified of the student's removal. This initial verbal notice will be followed by a written report by the principal or designee and shall include the date and time of arrest, the identity, badge number and official capacity of the officer and the reason for release.

**Subpoenas**

Although subpoenas may legally be served at school on students age 12 or older, the Board believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible. When served at school, the principal or designee shall take reasonable steps to protect the student's privacy rights and to minimize loss of class time for the student.
Search and Seizure

School Procedure

District Board Policy (BP 5145.12 Adopted 07/15/10) (AR 5145.12 Adopted 07/15/10)

The Board of Trustees is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items. (BP 5145.12)

The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.

Staff Development

The Superintendent or designee shall ensure that staffs who conduct student searches receive training regarding the requirements of the district’s policy and administrative regulation and other legal issues, as appropriate.

Individual Searches

School officials may search any individual student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school.

Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or district property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include:

1. The danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and
2. Whether the item(s) to be searched by school officials are reasonably related to the contraband to be found.
3. In addition, school officials shall consider the intrusiveness of the search in light of the student’s age, gender, and the nature of the alleged violation.

Employees shall not conduct strip searches or body cavity searches of any student.

Searches of individual students shall be conducted in the presence of at least two district employees.
The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

**Searches of Multiple Student Lockers/Desks**

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

**Use of Metal Detectors**

The Board believes that the presence of weapons in the schools threatens the district’s ability to provide the safe and orderly learning environment to which district students and staff are entitled. The Board also believes that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall use metal detectors at district schools as necessary to help provide a safe learning environment. He/she shall establish a plan to ensure that metal detector searches are conducted in a uniform and consistent manner.

The Superintendent or designee shall ensure that the following safeguards are used when making metal detector scans:

1. Before walk-through, students shall be asked to empty their pockets and belongings of metallic objects.
2. If an initial metal detector activation occurs, students shall be asked to remove other metallic objects that they may be wearing (e.g., belt and jewelry) and to walk through a second time.
3. If a second activation occurs, a hand-held metal detector shall be used.
4. If the activation is not eliminated or explained, staff shall escort the student to a private area where an expanded search shall be conducted by a staff member of the same gender as the student in the presence of another district employee.
5. The search shall be limited to the detection of the cause of the activation.

**Use of Contraband Detection Dogs**

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy.

**Guidelines for the Use of Contraband Detection Dogs**

1. The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without their consent.
2. Contraband detection dogs shall not be used in classrooms or other district facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual.
3. Prior to conducting an inspection, students shall be asked to leave the room that will be subject to the canine sniff. No student shall be forced to leave personal items behind for inspection, unless school officials have reasonable suspicion to search the item.

4. Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place, or responsibility for it, shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection.

Notifications

At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the district's policies and procedures for searches, including notice regarding:

1. The possibility of random searches of students, their belongings, their vehicles parked on district property, and district properties under a student's control, including lockers or desks

2. The district's contraband dog detection program

3. The use of metal detector scans

In addition, the Superintendent or designee shall ensure that signs are posted at all schools at which metal detectors are to be used to explain that anyone may be scanned by metal detector for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.
**Academic Honesty**

**School Procedure**

**District Board Policy (BP 5131.9 Adopted 07/15/10)**

The Board of Trustees believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty. (BP 5131.9)

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules.

The Superintendent or designee may establish a committee comprised of students, parents/guardians, staff, administrators and members of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty. Any recommendations for discipline shall be incorporated into the school's site level discipline rules.
Visitor Screening

School Procedure

District Board Policy (BP 1250 Adopted 08/23/12) (AR 1250 Adopted 07/15/10)

The Board of Trustees encourages parents/guardians and interested members of the community to visit the schools and view the educational program. (BP 1250)

Required Posting of Visitor Registration Requirements

The Superintendent or designee shall post at every entrance to each school and school grounds a notice setting forth visitor registration requirements, hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Penal Code 627.6)

- To ensure minimum interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and principal or designee. If a conference is desired, an appointment should be set with the teacher during non-instructional time.

- To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session.

- For purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises.

- Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

- No electronic listening or recording device may be used by students or visitors in a classroom without the teacher and principal’s permission. (Education Code 51512)

Registration Procedure

In order to register, visitors shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. His/her name and address
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
Denial of Registration

The following provisions of law shall apply to visitors. Visitors do not include students, district employees, or other persons listed in Penal Code 627.1.

1. The principal or designee may refuse to register any visitor if he/she reasonably concludes that the visitor's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke a visitor's registration if he/she has a reasonable basis for concluding that the outsider's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff. (Penal Code 627.4)

2. The principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform the outsider that if he/she reenters the school within seven days he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within 10 days after receipt of the request. (Penal Code 627.5)

Visitor Screening Process – Recommended Guidelines

A visitor-screening policy should be developed with signage to direct school visitors to the sign-in area.

- Post signs at key arrival points directing all visitors to the entry door.
- Pass visitors through an office or sign-in area that offers verbal and visual contact with staff or volunteers.
- Ask all visitors to sign-in and provide them with an I.D. badge or other visitor pass
- Designate individuals to ask the person’s name, area or room to be visited, and nature of the visit.
- If the visitor is new to the school or unsure of the room location, have a volunteer or staff member meet or accompany him/her.
- Direct visitors to return to sign out upon leaving the building. There should be no exceptions to the policy.
- Acquaint parents, PTA organizations, etc. with the policy and the need to know who is in the building.
- Familiarize all teachers and staff with the visitor screening policy.
- Encourage staff to question people on the campus without a visitor pass and ask them to check in with the office before proceeding to the intended destination.
Authority to Remove Disruptive or Unauthorized Persons

School Procedure

District Board Policy (BP 3515.2(a) Adopted 07/15/10) (AR 3515.2 Adopted 08/23/12)

In order to help maintain an educational environment that provides for student safety, the Board of Trustees is committed to keeping the schools free from disruptions and to keeping unauthorized persons from entering school grounds. The Superintendent or designee shall provide for the prompt removal of any individual from school grounds who disrupts or threatens to disrupt normal school operations, threatens the health and safety of students or staff, or threatens to cause property damage in accordance with law, Board policy, or administrative regulation. (BP 3515.2(a))

The Superintendent or designee shall establish a plan describing actions to be taken, including staff responsibilities, when an individual is causing a disruption. In developing such a plan, the Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention in the event of a disruption.

School staff shall be trained to recognize when an individual has committed acts that constitute a disruption in violation of Board policy or administrative regulation. Staffs who believe that a disruption may occur shall immediately contact the principal.

The principal or designee may direct a person to leave school grounds when there is a reasonable basis for concluding that the person is committing, or has entered campus with the purpose of committing, an act that is likely to interfere with the peaceful conduct, discipline, good order, or administration of school activities or with the intent to inflict damage on any person or property. He/she may also ask a person to leave who uses loud and/or offensive language which could provoke a violent reaction or a person who has otherwise established a continued pattern of unauthorized entry on school grounds. This shall not apply if that person is a student, school employee, or other person required by his employment to be on school grounds. (Education Code 44810, 44811; Penal Code 415.5, 626.7, 626.8)

The principal or designee may also direct a specified drug offender to leave school grounds, unless that person is a student at the school, a parent/guardian of a child attending the school, or he/she has prior written permission for entry from the principal or designee. (Penal Code 626.85)

When directing any person to leave school premises, the principal or designee shall inform the person that he/she will be guilty of a crime if he/she:

1. Remains after being directed to leave (Education Code 44811; Penal Code 626.8)
2. Returns to the campus without following the school's posted registration requirements (Penal Code 626.7)
3. Returns within seven days after being directed to leave (Penal Code 626.8, 626.85)

The principal or designee may direct a person who is required to register as a sex offender to immediately leave school grounds, unless he/she is on school grounds for lawful business and with the principal's permission. If such a person does not leave school grounds, the principal or designee shall inform the person that he/she may be guilty of a crime.

The principal or designee shall notify law enforcement as appropriate.
Appeal Procedure

Any person who is asked to leave a school building or grounds may appeal to the Superintendent or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding.

The decision of the Superintendent or designee may be appealed to the Board of Trustees. Such an appeal shall be made no later than the second school day after the Superintendent or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final.
Sex Offender Notification

School Procedure

District Board Policy (BP 3515.5(a) Adopted 07/15/10) (AR 3515.5 Adopted 07/15/10)

In order to protect students while they are traveling to and from school, or attending school or a school-related activity, the Board of Trustees believes it is important that the district respond appropriately when a law enforcement agency notifies the district about registered sex offenders who may reside or work within district boundaries. (BP 3515.5(a))

The Superintendent or designee shall establish an ongoing relationship with law enforcement officials to coordinate the receipt and dissemination of such information. To the extent authorized by law, the Superintendent or designee also shall establish procedures for notifying appropriate staff as necessary.

To protect the district and its employees from liability, employees shall disseminate sex offender information in good faith, and only in the manner and to the extent authorized by the law enforcement agency.

The Superintendent or designee may annually notify parents/guardians of the availability of information about registered sex offenders on the Department of Justice’s Internet website.

Required Plan for Receiving/Disseminating Information

The Superintendent or designee shall develop a plan for receiving and communicating information about registered sex offenders residing within district boundaries. He/she shall ensure, at a minimum that the following components are part of the plan:

1. The Superintendent or designee shall appoint a staff member to serve as liaison with law enforcement regarding these matters.

2. The Superintendent or district liaison shall, at the beginning of each school year, contact local law enforcement to coordinate the receipt of information. Law enforcement shall be informed that all notifications and correspondence should be directed to the liaison as well as the individual school sites. A letter shall be sent annually to local law enforcement, identifying the name, phone number, and address of the liaison.

3. The Superintendent or district liaison shall collaborate with law enforcement in order to alert children to the dangers of sex offenders, develop a system for distributing information about sex offenders, and train school staff and parents/guardians about the roles and responsibilities of both the district and law enforcement.

4. The Superintendent or liaison shall, at the beginning of each school year, notify parents/guardians of the district's willingness and intention to work with law enforcement on this matter and shall explain the appropriate roles and responsibilities of both the district and law enforcement.

This communication shall also explain:

a. The reporting requirements pursuant to Penal Code 290 and 290.45, including the fact that law enforcement is the agency best able to assess the relative danger of a sex offender.
b. The ability of the parents/guardians to contact law enforcement for additional information and to view the information on the Megan's Law Internet website

5. When law enforcement notifies the district of the residency or employment of a sex offender within district boundaries, the Superintendent or district liaison shall consult with law enforcement about the appropriate scope of the disclosure. When authorized by law enforcement, the Superintendent or liaison may disclose information about a sex offender to the following staff:

a. The principal of the school which is in the attendance area of the sex offender's residence or place of employment

b. Teachers and classified personnel at that school, including staff responsible for visitor registration

c. Principals and staff at adjacent schools, as appropriate

d. Security staff

e. Bus drivers

f. Yard supervisors

6. Any staff member who receives information directly from law enforcement regarding registered sex offenders shall immediately contact the Superintendent or liaison in order to help ensure that the district is able to respond appropriately.

7. If an identified sex offender is seen on or near school grounds or around any student, staff shall immediately contact the district liaison. A staff member may also inform local law enforcement.

**Notification to Parents/Guardians**

When law enforcement has determined that parents/guardians should be notified regarding the presence of a sex offender in the community, the Superintendent or district liaison shall collaborate with local law enforcement in order to determine an appropriate response. This response may include:

1. An article in a school or parent council newsletter notifying parents/guardians that law enforcement information about registered sex offenders is available at the local law enforcement agency headquarters and/or at the school office. This article shall encourage parents/guardians to contact local law enforcement and access the Department of Justice's Megan's Law Internet website for additional information.

2. A mailing, at law enforcement's expense, prepared by law enforcement, and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offenders. This notification shall encourage parents/guardians to contact local law enforcement and access the Department of Justice's Megan's Law Internet website for additional information.

3. A mailing of a letter, at district expense, prepared by law enforcement and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offenders. This notification shall encourage parents/guardians to contact local law enforcement and access the Department of Justice's Megan's Law Internet website for additional information.

**Role of District Police/Security Department**
In accordance with law, Board policy and administrative regulation, the district police/security department may disseminate information about registered sex offenders to the school community. The district police/security department shall consult with local law enforcement and the Superintendent or designee prior to any such dissemination.

The district police/security department shall maintain records of the means and dates of dissemination for five years. (Penal Code 290.45)
Campus Security

School Procedure

District Board Policy (BP 3515 Adopted 07/15/10) (AR 3515 Adopted 09/06/11)

The Board of Trustees is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the district’s comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives. (BP 3515)

Surveillance Systems

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. In consultation with the safety planning committee and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district’s surveillance equipment shall be disabled so that sounds are not recorded.

Required Postings

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff, and visitors that surveillance may occur and shall state whether the district’s system is actively monitored by school personnel. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district’s surveillance system, including the locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

Retention of Electronic Images

To the extent that any images from the district’s surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

Development of campus security plans

Mandatory Requirements

The Superintendent or designee shall ensure that the district’s campus security plan includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity.
These strategies include a risk management analysis of each campus’ security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

2. Secure buildings from outsiders and discourage trespassing

These strategies may include requiring visitor registration, staff and student identification tags, and patrolling of places used for congregating and loitering.

3. Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti as well as campus beautification projects and shall also include students and the community in these projects.

4. Control access to keys and other school inventory

- All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to those employees who regularly need a key in order to carry out normal activities of their position.

- The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the key opens.

- Keys shall be used only by authorized employees and shall never be loaned to students. The master key shall not be loaned.

- The person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

5. Detect and intervene with school crime

These strategies may include the creation of a school watch program, an anonymous crime reporting system, analysis of school crime incidents, and collaboration with local law enforcement agencies, including providing for law enforcement presence.

All staff shall receive training in building and grounds security procedures.
Freedom of Speech/Expression

School Procedure

District Board Policy (BP 5145.2 Adopted 07/15/10) (AR 5145.2 Adopted 07/15/10)

The Board of Trustees believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular. (BP 5145.2)

On-Campus Expression

Students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Education Code 48907)

Student expression on district or school Internet web sites and online media shall generally be afforded the same protections as in print media.

Students’ freedom of expression shall be limited only as allowed by Education Code 48907, 48950, and other applicable state and federal laws.

Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of school rules, or substantial disruption of the school's orderly operation. (Education Code 48907)

The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents an actual danger that it will cause a breach of the peace.

Guidelines for School Sponsored Publications

School officials shall not engage in prior restraint of material prepared for official school publications except insofar as the content of the material violates the law. (Education Code 48907)

Students shall have the right to exercise freedom of speech and of the press in official school publications, except for expression that is obscene, libelous, slanderous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school. (Education Code 48907)

Official school publications include material produced by students in journalism, newspaper, yearbook, or writing classes and distributed to the student body either for a fee or free. (Education Code 48907)

Each principal shall develop a school publications code outlining the responsibility of student journalists, editors, and publication advisors.
All student submissions shall be held to professional standards of English and journalism. (Education Code 48907)

If the principal considers material submitted for publication to violate Education Code 48907, he/she shall notify the student, without undue delay, and give specific reasons why the submitted material may not be published. Absent extraordinary circumstances, such notice should be given in sufficient time to allow the student time to either modify the material or to seek review of the principal's determination from the Superintendent or designee. Prior to any restriction of student speech, school officials shall consider any feasible alternative options to restricting the speech.

To the extent that the principal or designee believes that the school and district should be disassociated from a particular idea or opinion, the principal may require student articles to include disclaimers.

Distribution of Printed Materials and Petitions by Students

The principal or designee may provide bulletin boards on which students and student organizations may post materials of general interest. Students also may post or distribute handbills, leaflets, and other printed material, whether produced within or outside of the school. Students may collect signatures on petitions concerning school or nonschool issues.

Printed materials or petitions may be distributed only:

1. Before or after school or during lunch time
2. In locations that do not obstruct the normal flow of traffic within the school or at entrances

No student shall use coercion to induce any other student or person to accept printed matter or to sign a petition. No funds shall be collected for any material distributed.

Clothing, Buttons, and Badges

Buttons, badges, armbands, and clothing bearing slogans or sayings may be worn unless their message falls into the categories prohibited by law and Board policy. No employee shall interfere with this practice on the grounds that the message may be controversial or unpopular with students or faculty.

Off-Campus Expression

The Superintendent or designee shall not discipline any high school student solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may impose discipline for harassment, threats, or intimidation unless constitutionally protected. (Education Code 48950)

A student shall be subject to discipline for off-campus expression, including expression on off-campus Internet web sites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program. The Superintendent or designee shall document the impact the expression had or could be expected to have on the school program.
Chapter 6: Emergency Preparedness

The Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. (BP3416)

Emergency Preparedness Plans

District Board Policy (BP 3516 Adopted 06/27/13) (AR 3516 Adopted 07/15/10)

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (Education Code 32282)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

Components of the Plan

The Superintendent or designee shall ensure that district and school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake or other natural disasters
3. Environmental hazards
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:
1. Regular inspection of school facilities and equipment and identification of risks

2. Instruction and practice for students and employees regarding emergency plans, including:
   a. Training of staff in first aid and cardiopulmonary resuscitation
   b. Regular practice of emergency procedures by students and staff

3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
   a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
   b. Individuals responsible for specific duties
   c. Designation of the principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
   d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
   e. Assignment of responsibility for identification of injured persons and administration of first aid

4. Personal safety and security, including:
   a. Identification of areas of responsibility for supervision of students
   b. Procedures for evacuation of students and staff, including posting of evacuation routes
   c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible
   d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
   e. Provision of a first aid kit to each classroom
   f. Arrangements for students and staff with special needs
   g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

5. Closure of schools, including an analysis of:
   a. The impact on student learning and methods to ensure continuity of instruction
   b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
6. Communication among staff, parents/guardians, the Board of Trustees, other governmental agencies, and the media during an emergency, including:
   a. Identification of spokesperson(s)
   b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites
   c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
   d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

7. Cooperation with other state and local agencies, including:
   a. Development of guidelines for law enforcement involvement and intervention
   b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

8. Steps to be taken after the disaster or emergency, including:
   a. Inspection of school facilities
   b. Provision of mental health services for students and staff, as needed
School Employees as Disaster Service Workers

District Board Policy (BP 3516 Adopted 06/27/13)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

When a major emergency occurs, every school and district employee should be prepared and committed to serving their students. Per California Government Code Section 3100, during a disaster, public employees become “Disaster Service Workers”. As Disaster Service Workers, school staff and teachers will be called upon to serve at their school sites, unless otherwise directed by authorities. To do this effectively, each employee must:

- have the confidence that they have prepared their families to deal with emergencies in their absence
- know how to complete those tasks for which they are assigned

The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with crisis situations at the school site.

Staff Release Plan

Administrators will take into consideration the family needs of employees and release staff accordingly. Schools should work with staff prior to an emergency to develop criteria agreed upon for release of staff. Such criteria might include (presented without respect to priority):

- Single parents with pre-school children
- Single parents with children in primary grades
- Single parents with children in elementary schools
- Staff member with housebound dependents
- Persons with health problems or disabilities
- Persons living in areas of major damage
- Married parents with pre-school children
- Married parents with children in primary grades
- Married parents with children in elementary schools
Fire Drills and Fires

District Board Policy (AR 3516.1 Adopted 07/15/10)

AR 3516.1  Fire Drills And Fires

Fire Drills

The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)

1. The principal shall notify staff as to the schedule for fire drills.

2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)

3. Teachers shall ascertain that no student remains in the building.

4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.

5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

Fires

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals, unless the school and/or building are equipped with an automatic fire detection and alarm system. (Education Code 32001)

2. The principal or designee shall call 911.

3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.

4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.

5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.

6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.

7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.
Bomb Threats

District Board Policy (AR 3516.2 Adopted 07/15/10)

AR 3516.2  Bomb Threats

Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller’s gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery or other voices.

Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

Procedures

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the principal or designee. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.

2. Any student or employee seeing a suspicious package shall promptly notify the principal or designee.

3. The principal or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan.

4. The principal or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device.

Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the principal or designee that reentry is safe.

Disciplinary Action

Any student who makes a bomb threat shall be subject to disciplinary procedures.

Emergency Response
(Excerpt from SMUHSD Emergency Response Handbook)

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

Person Receiving Threat by Telephone:
• Listen. Do not interrupt caller.
• Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
• Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
• Notify site administrator immediately after completing the call.
• Complete the Bomb Threat Checklist.

Person Receiving Threat by Mail:

• Note the manner in which the threat was delivered, where it was found and who found it.
• Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
• Caution students against picking up or touching any strange objects or packages.
• Notify principal or site administrator.

Principal/Site Administrator Actions:

• Call 911.
• If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
• Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
• Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
• Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
• If it is necessary to evacuate the entire school, use the fire alarm.
• Notify the District Superintendent of the situation.
• Direct a search team to look for suspicious packages, boxes or foreign objects.
• Do not return to the school building until it has been inspected and determined safe by proper authorities.
• Avoid publicizing the threat any more than necessary.

Search Team Actions:

• Use a systematic, rapid and thorough approach to search the building and surrounding areas.
• Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
• If suspicious item is found, make no attempt to investigate or examine object.

Staff Actions:

• Evacuate students as quickly as possible, using primary or alternate routes.
• Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
• Do not return to the building until emergency response officials determine it is safe.
Additional Steps for The School:
# Bomb Threat Checklist

To be completed by person receiving the call

## CALL RECEIVED BY: DATE  TIME

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen. Do not interrupt the caller except to ask:

<table>
<thead>
<tr>
<th>1. What time is the bomb set for?</th>
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<tbody>
<tr>
<td>2. Where has it been placed?</td>
</tr>
<tr>
<td>3. What does it look like?</td>
</tr>
<tr>
<td>4. Why are you doing this?</td>
</tr>
<tr>
<td>5. Who are you?</td>
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</tbody>
</table>

### Words used by caller:

### Description of caller:

### Estimate age of caller:  

### Other notes:

<table>
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<th>Voice characteristics:</th>
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<tr>
<td>Loud</td>
<td>Soft</td>
<td>Deep</td>
<td>High Pitched</td>
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<td>Raspy</td>
<td>Pleasant</td>
<td>Intoxicated</td>
<td>Nasal</td>
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<th>Speech:</th>
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<tr>
<td>Rapid</td>
<td>Slow</td>
<td>Disguised</td>
<td>Normal</td>
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<td>Laughing</td>
<td>Slurred</td>
<td>Lisp</td>
<td>Stutter</td>
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<td>Irrational</td>
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<td>Coherent</td>
<td>Incoherent</td>
<td>Deliberate</td>
<td>Crying</td>
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<td>Emotional</td>
<td>Righteous</td>
<td>Laughing</td>
<td>Foul</td>
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<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
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### Use of certain phrases:

**Accent:**

- Local
- Foreign
- Regional

### Background Noises:

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Earthquake Emergency Preparedness

District Board Policy (BP 3516.5 Adopted 07/15/10)

AR 3516.3 Earthquake Emergency Procedure System

Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff

2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows
   - Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake

4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

The Superintendent or designee may work with the California Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.
Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.

2. In laboratories, burners should be extinguished if possible before taking cover.

3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects and furniture that may fall.

4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.

5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

2. Staff shall have students perform the drop procedure.

3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Superintendent or designee for instructions before proceeding on the route.

Subsequent Emergency Procedures
After the earthquake has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if possible.

2. Staff shall provide assistance to any injured students, take roll, and report missing students to the principal or designee.

3. Staff and students shall not light any stoves or burners until the area is declared safe.

4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.

5. The principal or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.

6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.

7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

**Emergency Response**

(Excerpt from SMUHSD Emergency Response Handbook)

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

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

**Inside Building**

**Principal/Site Administrator Actions:**

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

**Staff Actions:**
• Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
• Check for injuries, and render First Aid.
• After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
• Check attendance at the assembly area. Report any missing students to principal/site administrator.
• Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
• Stay alert for aftershocks
• Do NOT re-enter building until it is determined to be safe.

Outside Building

Staff Actions:

• Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
• After shaking stops, check for injuries, and render first aid.
• Check attendance. Report any missing students to principal/site administrator.
• Stay alert for aftershocks.
• Keep a safe distance from any downed power lines
• Do NOT re-enter building until it is determined to be safe.
• Follow instructions of principal/site administrator.

During non-school hours

Principal/Site Administrator Actions:

• Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
• Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
• Notify fire department and utility company of suspected breaks in utility lines or pipes.
• If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
• Notify District Office, who will inform public information media as appropriate.

Additional Steps for The School:
Use of School Facilities

District Board Policy (BP 1330 Adopted 11/13/14) (AR 1330 Adopted 07/15/10)

Mass Care and Welfare Shelters

Notwithstanding Section 40043, the governing board of any school district shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The governing board shall cooperate with these agencies in furnishing and maintaining such services as the governing board may deem necessary to meet the needs of the community. (Added by Stats. 1984, c. 1659, § 3.)

Management, Direction and Control; Rules and Regulations

The management, direction, and control of school facilities under this article is vested in the governing board of the school district which shall promulgate all rules and regulations necessary to provide, at a minimum, for the following:

(1) Aid, assistance, and encouragement to any of the activities authorized in Sections 40041 and 40041.5.

(2) Preservation of order in school facilities and on school grounds, and protection of school facilities and school grounds, including, if the governing board deems necessary, appointment of a person who shall have charge of the school facilities and grounds for purposes of their preservation and protection.

(3) That the use of school facilities or grounds is not inconsistent with the use of the school facilities or grounds for school purposes or interferes with the regular conduct of schoolwork. (Added by Stats. 1982, c. 1502, p. 5829, § 5. Amended by Stats. 1984, c. 1659, § 4.) (Former § 40042 was repealed by Stats. 1982, c. 1502, p. 5828, § 4.)
Emergency Schedule

District Board Policy (BP 3516.5 Adopted 07/15/10)

In order to provide for the safety of students and staff, the Board of Trustees authorizes the Superintendent or designee to close a school site, to change the regular school day schedule, or to take any necessary action when adverse weather conditions or other emergencies warrant. (AR 3516.5)

Parental Notification

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating or when the school day schedule is changed or the school is closed.

Required Supervision of Students

In the event that students arrive at school when the school day schedule changes or the schedule changes after school has begun, the Superintendent or designee shall ensure that supervision is provided in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

Authority to Change School Calendar/Daily Schedule

The Superintendent or designee may provide a means to compensate for lost instructional time later during the year. Students and parents/guardians shall receive timely advanced notice of any resulting changes in the school calendar or school day schedule.
Chapter 7: Positive School Climate

Positive School Climate

District Board Policy (BP 5137 Adopted 07/15/10)

The Board of Trustees desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff. (BP 5137)

All staffs are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.
Guidance/Counseling Services

District Board Policy (BP 6164.2 Adopted 08/11/16) (AR 6164.2 Adopted 05/04/14)

The Board of Trustees recognizes that a comprehensive counseling program can help promote academic achievement and serve the diverse needs of all district students. Counseling staff shall be available to meet with students to discuss academic, social, or personal difficulties, as well as other issues that may impact student learning. (BP 6164.2)

Academic and Career Counseling

The district's academic counseling program shall help students establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities, and interests. Insofar as possible, parents/guardians shall be included when making educational plans.

Counseling staff shall help all students plan for the future and become aware of their career potential. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships.

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all district students subject to compulsory continuation education. (Education Code 48431)

Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes. (20 USC 7908; 10 USC 503; Education Code 49603)

Supplemental School Counseling Program for Students in Grades 9-12

The Board-adopted supplemental school counseling program for students in grades 9-12 shall be delivered by personnel who hold a valid pupil personnel services credential. The district's program shall provide for: (Education Code 52378)

1. An individualized review of academic and deportment records

2. An individualized review of the career goals of students, and the available academic and career technical education opportunities and community and workplace experiences available to students to support their goals

3. An opportunity for a counselor to meet with students and, if practicable the parent/guardian, to discuss available educational and career technical options

4. Specialized counseling services for students identified as at risk

   A counselor shall review the academic and deportment record of each student in grades 9-12. The counselor shall also provide for an individualized review of each student's career goals and the available academic and career technical education opportunities and community and workplace experiences available that may support the pursuit of those goals. In addition, the counselor shall meet with each student and, if practicable, his/her parent/guardian to explain the records. At the meeting, the counselor shall also explain: (Education Code 52378)

5. The student's educational options
If such services are available to district students, the educational options discussed shall include college preparatory and career technical programs, including regional occupational centers and programs and any other available alternatives.

6. The coursework and academic progress needed for satisfactory completion of high school and passage of the high school exit examination

7. Eligibility for admission to a four-year institution of postsecondary education, including the University of California (UC) and the California State University (CSU)

8. For those students who have not passed one or both parts of the exit exam by the end of grade 12, the availability of intensive instruction and services, as required pursuant to Education Code 37254, for up to two consecutive academic years after the completion of grade 12 or until the student has passed both parts of the exit exam, whichever comes first

9. The availability of career technical education

**Identification and Intervention Services for Academically At-Risk Students**

The Superintendent or designee shall identify students in grades 9-12 who: (Education Code 52378)

1. Are at risk of not graduating with the rest of their class

2. Are at risk of not passing the high school exit exam

3. Do not have sufficient training to allow them to fully engage in their chosen career

For these identified students, the district shall provide the following additional services:

1. List of Coursework and Experience: For students in grades 11 and 12 who have not passed one or both parts of the high school exit exam or who have not satisfied, or are not on track to satisfy, the curricular requirements for admission to UC and CSU, the district shall provide a list of coursework and experience necessary to assist them in their current grade level and to successfully transition to postsecondary education or employment. (Education Code 52378)

   For students in grade 12, the list shall also include options for continuing their education if they fail to meet graduation requirements, including, but not limited to, the option of enrolling in an adult education program, enrolling in a community college, continuing enrollment in the district, or continuing to receive intensive instruction and services for up to two academic years after completion of grade 12 or until passage of both parts of the exit exam, whichever comes first. (Education Code 52378)

   A copy of the list of coursework and experience shall be provided to the student and his/her parent/guardian. The list shall also be included in the student's cumulative record. (Education Code 52378)

2. Intensive Instruction and Services: For students in grade 11 and 12 who have not passed one or both parts of the high school exit exam, the district shall inform them of the option to receive intensive instruction and services pursuant to Education Code 37254 for up to two consecutive years after the completion of grade 12, or until the student has passed both parts of the exit exam, whichever comes first. (Education Code 52378)

3. Individual Conference: For students in grades 10 and 12 who have been provided the list of coursework and experience, the district shall offer and schedule an individual conference with each student, his/her
parent/guardian, and a school counselor. During the conference, the counselor shall apprise the student and his/parent guardian of the following: (Education Code 52378)

a. Consequences of not passing the high school exit exam

b. Available programs, courses, and career technical education options needed for satisfactory completion of middle or high school

c. The student's cumulative records and transcripts

d. The student's performance on standardized and diagnostic assessments

e. Available remediation strategies, high school courses, and alternative education options, including, but not limited to, informing students of the option to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until passage of both parts of the exit exam, whichever comes first

f. Information about postsecondary education and training

g. Eligibility requirements, including coursework and test requirements, and the progress of the student toward satisfaction of those requirements for admission to four-year institutions of postsecondary education, including at least UC and CSU

h. The availability of financial aid for postsecondary education

The individual conference shall be scheduled, to the extent feasible, within the following timelines: (Education Code 52378)

a. For students in grade 10, the conference shall occur between the spring of the year the students are enrolled in grade 10 and the fall of the following year in which the student would be enrolled in grade 11.

b. For students in grade 12, the conference shall occur after November of that school year in which the student is enrolled in grade 12, but before March of that same school year.

c. For schools operating on a multitrack year-round calendar, the individual conferences for students in grade 10 and 12 shall occur in a timeframe that is equivalent to the timeframe specified above for schools on a traditional calendar.

**Personal Counseling**

Counseling staff shall identify and work with students whose personal problems may prevent them from reaching their potential. As appropriate, students shall be informed about agencies that offer qualified professional assistance with substance abuse, physical or emotional problems, or other personal problems.

Counselors shall respect student confidentiality as appropriate and shall consult with the Superintendent or designee or with the district's legal counsel whenever unsure of how to respond to a student's personal problem. Parent/guardian consultation and consent shall be obtained as appropriate.

**Crisis Counseling**
The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students before and after a crisis.

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in appropriate response techniques and/or to directly help students cope with such crises if they occur.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence.

**Nondiscrimination**

No counselor shall unlawfully discriminate against any student. In addition, when exploring the possibility of careers and courses leading to such careers, counseling staff shall not differentiate career, vocational, or higher education opportunities on the basis of the sex of the student. (Education Code 221.5; 5 CCR 4930)

For appraising or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)
Student Success Teams

District Board Policy (BP 6164.5 Adopted 07/15/10) (AR 6164.5 Adopted 07/15/10)

The Board of Trustees encourages the collaboration of parents/guardians, teachers, resource personnel, administrators and students in evaluating the strengths and needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may assist the students. The Superintendent or designee shall establish student success teams as needed to address individual students' needs. (BP 6164.5)

The Superintendent or designee shall establish a process for initiating referrals of students to the student success team.

Each student success team shall develop intervention strategies to assist the student. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

The student success team shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, and develop additional interventions as needed.

Student Success Team Membership

Members of individual student success teams may include:

1. The principal or designee
2. One or more of the student's classroom teachers or former teachers
3. The student's parents/guardians
4. The student if appropriate
5. Resource personnel or specialists, such as a school counselor, psychologist, nurse, outreach consultant, special education resource person, categorically funded staff person, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker or other person relevant to the student's situation

Team Responsibilities

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
2. Contact parents/guardians and other team members regarding team meetings
3. Consult with appropriate school or district resource personnel
4. Arrange for observation of the student in the problem situation as needed
5. Collect any additional background information necessary to inform team members about the student's strengths and needs
6. Help the student and parents/guardians prepare for the meeting
7. Facilitate the team meetings
8. Ensure that the student's progress is monitored and that follow-up meetings are regularly scheduled
**Conflict Resolution/Peer Mediation**

**District Board Policy (BP 5138 Adopted 07/15/10)**

To promote student safety and contribute to the maintenance of a positive school climate, the Board of Trustees encourages the development of school-based conflict resolution programs designed to help students learn constructive ways of handling conflict. The Board believes that such programs can reduce violence and promote communication, personal responsibility and problem-solving skills among students.

Conflict resolution strategies shall be considered as part of each school's comprehensive safety plan and incorporated into other district discipline procedures as appropriate. Conflict resolution programs shall not supplant the authority of staff to take appropriate action as necessary to prevent violence, ensure student safety, maintain order in the school, and institute disciplinary measures. (BP5138)

Schoolwide programs may include curriculum in conflict resolution, including, but not limited to, instruction in effective communication and listening, critical thinking, problem-solving processes and the use of negotiation to find mutually acceptable solutions. In addition, the curriculum may address students' ethical and social development, respect for diversity, and interpersonal and behavioral skills.

Conflict resolution programs may incorporate peer mediation strategies in which selected students are specially trained to work with their peers in resolving conflicts.

Students' participation in any peer mediation program shall be voluntary and kept confidential by all parties involved.

In developing a conflict resolution and/or peer mediation program, school-site teams shall address, as appropriate:

1. The grade levels and courses in which the conflict resolution curriculum shall be delivered
2. Staff development related to the implementation of the curriculum and modeling of appropriate behaviors and communication skills
3. The selection of peer mediators involving, to the extent possible, a cross-section of students in terms of grade, gender, race, ethnicity, and socioeconomic status, and including some students who exhibit negative leadership among peers
4. Training and support for peer mediators, including training in mediation processes and in the skills related to understanding conflict, communicating effectively and listening
5. The process for identifying and referring students to the peer mediation program
6. The types of conflicts suitable for peer mediation
7. Scheduling and location of peer mediation sessions
8. Methods of obtaining and recording agreement from all disputants
9. The appropriate involvement of parents/guardians, the community and staff, including counseling/guidance and security staff
10. Communications to students, parents/guardians and staff regarding the availability of the program

11. Methods of following up with students to determine the effectiveness of the process

12. Development of assessment tools to periodically evaluate the success of the program including, but not limited to, measurements of whether there has been a reduction in violence at the school and whether the school's suspension rates have fallen since the program has been introduced.
Suicide Prevention

District Board Policy (BP 5141.52 Adopted 06/08/17) (AR 5141.52 Adopted 06/08/17)

The Board of Trustees recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop preventive strategies and intervention procedures. (BP 5141.52)

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

Prevention and Instruction

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

The district’s comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated into the health education curriculum in the secondary grades. Such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

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

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide

2. Identify alternatives to suicide and develop coping and resiliency skills

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services

Parent/Guardian Information

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

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:
1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors

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

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

4. School and community resources and services

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

**Intervention**

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

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.

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall complete the suicide prevention curriculum, including identification of the warning signs of suicidal behavior.

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

**Site Level Intervention Procedures**

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

1. Ensure the student's physical safety by one of the following, as appropriate:
   
   a. Securing immediate medical treatment if a suicide attempt has occurred
   
   b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
   
   c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

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

3. Document the incident in writing as soon as feasible
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.

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

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

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

District Board Policy (BP 5142.1 Adopted 10/12/11)

Notices of Missing Children – Mandatory Postings

Every school shall post in an appropriate area the monthly poster on missing children provided by the Department of Justice (DOJ). (Education Code 38139; Penal Code 14208)

School staffs are also encouraged to monitor "Amber Alerts" issued by law enforcement agencies in serious, time-critical child abduction cases.

If a law enforcement agency notifies the district that a child enrolled in the district has been reported missing, the principal or designee of the school in which the child is enrolled shall place a notice on the front of the child’s school record indicating that he/she has been reported missing. If a school receives a record inquiry or request from any person or entity regarding a missing child about whom the school has been notified, the principal or designee shall immediately notify the law enforcement agency that informed the school of the missing child's status. (Education Code 49068.6)

Reporting Missing Children

Any district employee who recognizes a child who has been reported missing through a DOJ notice, an Amber Alert, or other means shall immediately notify law enforcement using the hotline telephone number listed.

In the event that a district employee witnesses a child abduction, he/she shall immediately contact law enforcement and provide the agency with information on the location of the abduction and a description of the victim, the suspect, and any vehicle involved. He/she shall also notify the Superintendent or designee who shall implement steps, as needed, to ensure the safety of other students.
Chapter 8: Safety Plan Goals

Capuchino High School
Safety Plan Goals

Goal 1: Capuchino High School will provide safe, physical and social environment for students and staff.

Goal 2: Reduce the number of truancies, suspensions, and expulsions as a school.

Goal 3: Increase involvement of and collaboration with community resources connected to emergency response.

Immediate Action Response: The Big Five

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

**IMMEDIATE ACTION RESPONSE: THE BIG FIVE**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHELTER IN PLACE</td>
<td>Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units.</td>
</tr>
<tr>
<td>DROP, COVER &amp; HOLD ON</td>
<td>Implement during an earthquake or explosion to protect building occupants from flying and falling debris.</td>
</tr>
<tr>
<td>SECURE CAMPUS</td>
<td>Initiate for a potential threat of danger in the surrounding community. All classroom office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned.</td>
</tr>
<tr>
<td>LOCK DOWN/BARRICADE</td>
<td>Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented: no one is allowed to enter or exit rooms for any reason unless directed by law enforcement.</td>
</tr>
<tr>
<td>EVACUATION</td>
<td>Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.</td>
</tr>
</tbody>
</table>
Shelter in Place

Shelter in Place is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents: shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

Shelter in Place is considered appropriate for, but is not limited to, the following types of emergencies:
- External Chemical Release
- Fire in the Community
- Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

Shelter in Place:

- Requires an understanding that all heating, air conditioning, and ventilation systems may be shut down immediately
- Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- Requires an understanding that any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices

Staff Actions:

- Immediately clear students from the halls. Stay away from all doors and windows
- Keep all students in the classroom until further instructions are received. Support those needing special assistance
- Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels duct tape, or other materials if instructed by School Incident Commander
- Take attendance and call or e-mail status to school secretary, according to site protocol
- Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine
Drop, Cover and Hold On

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies:

- Earthquake
- Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON," Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect oneself in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

STAFF ACTIONS: INSIDE

- At first recognition of an earthquake, instruct students to move away from windows
- Initiate DROP, COVER AND HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back at the neck with the other arm
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an interior wall and turn away from windows and other glass
- Any person in a wheelchair should shelter against an Interior wall. Turn back to the windows: lock the wheels, and if possible, protect head and neck with arms
- LI Each time an aftershock is felt, DROP, COVER AND HOLD ON. Aftershocks frequently occur minutes, days: even weeks following an earthquake
- When it appears safe to release from Cover, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary
• Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area

**STAFF ACTIONS: OUTSIDE**

• Find a clear spot and drop to the ground (Stay away from buildings, power lines, trees and streetlights, etc.)

• Commence **DROP AND COVER** in the **DROP, COVER AND HOLD ON** procedures

• Place head between the knees; cover back of neck with arms and hands

• Any person in a wheelchair should find a clear spot: lock the wheels, and it possible, place head between the knees; cover back of neck with arms and hands

• Remain in place until shaking stops or for at least 20 seconds

• Each time an aftershock is 'felt, **DROP AND COVER**. Aftershocks frequently occur minutes: days, even weeks following an earthquake

• When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol

• Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area
The Big Five: 2017-18

Secure Campus

**SECURE CAMPUS** is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

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Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school’s perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

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**SECURE CAMPUS:**

- Is intended to prevent a potential community threat from entering campus ❑ Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in **SECURE CAMPUS** status until ALL CLEAR is issued by School Incident Commander

**STAFF ACTIONS:**

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue the class instruction or activity as normal
- Enforce the no entrance: no exit protocol. Remain in the classroom or secured area and wait for further instructions
- Be alert to the possibility that the response may elevate to **LOCKDOWN/BARRICADE**
- Do not call the office to ask questions: School Incident Commander will send out periodic updates
- Wait for another action or, if ALL CLEAR is issued, return to normal class routine

**STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY)**

- Gather students together and organize into an orderly formation
• Inform students that as part of System Campus procedures, the class will move immediately to a pre-determined classroom location
• Proceed to pre-determined classroom location as quickly as possible
• Once inside, take attendance to ensure all students are accounted for
• By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
• Implement all classroom policies and procedures for System Campus status
• Wait for another action or, if All Clear announcement is issued, return to normal class routine
The Big Five: 2017-18

Lockdown / Barricade

LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During LOCKDOWN / BARRICADE, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited 10, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom
- Immediate danger in the surrounding community

Lockdown/Barricade is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander. Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of staff and students within the classroom or office.

LOCKDOWN f BARRICADE:

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter. for example. can fire one round per second
- Requires common sense thinking under duress do what must be done to best ensure survival of both students and staff
- If it is possible to safely get off campus with students, take that action immediately (Run)
- If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide)
- Once a room is secured, no one is allowed to enter or exit under any circumstances
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

"THINK ON YOUR FEET"

In the event of a Violent Intruder on campus. quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual will have to think on his/her feet to quickly determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even, in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing. best ensure the safety and survival of self, students, and other staff.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

Escape / Get Off Campus

- Only attempt this it you are confident the suspect(s) is not in the immediate vicinity
• Safely get off campus: find a position of cover or safe place for assembly
• Guide/instruct others you encounter on the way to follow you to safety
• Call 911 immediately to report location and request emergency services if necessary
• Once in a safe place — stay there

Hide / Lockdown/Barricade

• Clear all hallways: get students and staff inside immediately
• Once locked and barricaded inside a room. follow all protocols for Lockdown/Barricade as practiced
• Direct all those in the room to remain still and quiet; turn oil/silence cellphones CI If unable to find cover inside a secure room, quickly seek out a hiding place on campus

Fight

• If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
• There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
• Fighting back is NOT an expectation, merely one option for a last resort response

STAFF ACTIONS: IF STUDENTS ARE IN CLASS AT TIME OF LOCK DOWN BARRICADE

• **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom

• Close blinds and turn off lights. If the door has a window, cover with a precut piece of heavy black construction paper

• Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and most out of the line of harm

• Turn off television. LCD projector. document camera. etc. The room should be dark and quiet

• Silence all cell phones

• **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room.

• **Only If** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross. sweatshirt, etc.) on/in the window or slide under the outside door

• If an active threat is still present at the time Law Enforcement comes on scene. Law Enforcement will ignore the red signal until the active threat has been neutralized

• If safe to do so, locate emergency packet and attendance roster. Remove staff ID placard and put it on

• If safe 10 do so, take attendance and document on appropriate form LI Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
STAFF ACTIONS: IF STUDENTS ARE IN CLASS AT TIME OF LOCK DOWN / BARRICADE

- Do NOT call office to ask questions: School Incident Command will send out periodic updates
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

STAFF ACTIONS: IF STUDENTS ARE OUT OF CLASS AT THE TIME OF LOCK DOWN / BARRICADE

- Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option
- Do not chase students that run. Let them go
- Do not go into rooms that cannot be secured and offer no way out
- If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and most out of the line of harm
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Turn off television, LCD projector, document camera, etc.
- Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator
- **Only If** there is a life-threatening emergency inside the room and there is no other way to request medical assistance. place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door

STAFF ACTIONS: IF STUDENTS ARE OUT OF CLASS AT THE TIME OF LOCK DOWN / BARRICADE

- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and remove staff ID placard and put it on
- If safe to do so, take attendance and document on appropriate form
- If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
• Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES)

• Gather students together and organize into an orderly formation

• Inform students that as part of LOCKDOWN / BARRICADE procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location

• Follow pre-arranged evacuation route to evacuation location

• Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide or fight the assailant

• Upon arrival at the pre-arranged location, take attendance

• By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students

• Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or law enforcement
Evacuation

**Evacuation** is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

**Evacuation** is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion LI Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, evacuation will be preceded by a "DROP, COVER and HOLD ON" protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

**Evacuation:**

- Requires exit from the building to a designated safe site, on-campus or off-site
- May require that students and staff rely on district bus transportation El May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit that
- Requires that staff and students assist those with special needs to ensure safe egress of all

**Staff Actions:**

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials (Go Pack) including the student roster for current class and that of 'Buddy Teacher'
- Remove staff ID placard from emergency materials and put it on LI Ensure that the door is closed, but **unlocked**
- Check with 'Buddy Teacher(s) to determine each other's health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one "Buddy Teacher" will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
• Emphasize that the class stay together en route to the Evacuation Assembly Area

• Appoint a responsible student to lead class while teacher brings up the rear, seeing that everyone has cleared the room. Follow closely with the class, actively monitoring safe egress. Give clear direction for all students to go to designated Evacuation Assembly Area

• Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area

• According to site protocol, take attendance once class is safely in assembly location

• According to site protocol, report missing students

• Remain in the Evacuation Assembly Area until further instructions

• Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings and normal class routine

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications, Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

• Announce the type of emergency
• Offer arm for guidance
• Tell person where you are going, obstacles you encounter
• When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

• Turn lights on/off to gain person's attention -OR-
• Indicate directions with gestures —OR-
• Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

• Evacuate these individuals as injured persons
• Assist and accompany to evacuation site, if possible -OR-
• Use a sturdy chair (or one with wheels) to move person -OR-
• Help carry individual to safety

To evacuate individuals using wheelchairs

• Give priority assistance to wheelchair users with electrical respirators LI Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
• Reunite person with the wheelchair as soon as it is safe to do so
Hazards: Chemicals and Gas

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school properly. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How To Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

STAFF ACTIONS:

OUTSIDE SCHOOL BUILDINGS

- Initiate SHELTER-IN-PLACE immediately by clearing students from the hallways and grounds, Stay away from all doors and windows

- Secure individual classrooms: a) close doors and windows: b) shut down the classroom HVAC system: c) turn off fans: d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by Incident Command

- Keep all students in the classroom until further instructions are received. Support those needing special assistance

- Take attendance and call ore-mall status to School Incident Command staff, according to site protocol

- Wait for another action or, if ALL CLEAR announcement is issued. return to normal class routine

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Hazards: Fire
Off-Site

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires "think-on-your-feet" alertness.

STAFF ACTIONS:

- If students are to be evacuated and it is safe to do so, take attendance prior to leaving the building site
- Remove staff ID placard from emergency packet and put it on
- **Evacuate immediately to assembly area. DO NOT STOP** to collect belongings, but be sure to bring the classroom Go Pack which should include attendance roster and emergency supplies. Leave windows, doors closed, but unlocked.
- Stay calm. Maintain control of the students at a safe distance from the fire and fire fighting equipment
- Take attendance at the assembly area. Report any missing students to the School Incident Commander/site administrator and emergency response personnel
- Remain with students until Incident Command has determined it is safe to return
- Follow school emergency protocols for return to school
Hazard: Fire
On-Site

STAFF ACTIONS:

FIRE WITHIN SCHOOL BUILDING

• Evacuate immediately to assembly area. DO NOT STOP to collect belongings, but be sure to bring attendance roster and emergency supplies. Leave the windows and doors closed but unlocked.

• Stay calm: Maintain control of the students at the designated assembly area.

• Take attendance. Report missing students to the School Incident Commander/Site Administrator and emergency response personnel.

• Maintain supervision of students until the Fire Department determines it is safe to return to the school building.
First Aid: Triage

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE

- Remain calm and assess the situation
- Be sure the situation is safe for the responder
- In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
- Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
- If moving is necessary, protect the neck by keeping it straight to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS

1. Portable stretcher and cot with waterproof cover
2. Ten Triage Tags
3. Blankets, sheets/pillows/pillow cases (disposable covers are suitable)
4. Wash cloths, hand towels, and small portable basin
5. Covered waste receptacle with disposable liners
6. Bandage scissors, tweezers
7. Disposable thermometer
8. Pocket mask/face shield for CPR
9. Disposable latex free gloves
10. Cotton tipped applicators, individually packaged
11. Assorted Band-Aids (1"x3")
12. Gauze squares (2'1)(2'; 4" 4"), individually packaged
13. Adhesive tape (1" width)
14. Gauze bandage (2 and 4' widths) rolls
15. Ace bandage (2" and 4. widths)
16. Splints (long and short)
17. Cold packs
18. Triangular bandages for sling & Safety pins
19. Tongue blades
20. Disposable facial tissues, paper towels, sanitary napkins
21. One flashlight with spare bulb and batteries
First Aid: Triage

SAN MATEO COUNTY
START TRIAGE

Able to Walk?
Yes
Minor (Green)
No
Respirations Present?
Yes
>30/min or <10'/min?
Yes
Immediate (Red)
No
Radial Pulse Present?
Yes
Immediate (Red)
No
Immediate (Red)

No
Respirations Present?
Yes
Immediate (Red)
No
Deceased (Black)

Able to Follow Simple Commands?
Yes
Delayed (Yellow)
No
Immediate (Red)
Appendix B: Bomb Threat Report

BOMB THREAT REPORT

Sometimes bomb threats are hoaxes or pranks and are frequently anonymous phone calls. Threats should be handled quickly and efficiently.

- Contact an administrator by calling “9-9-9” and call "9-1-1"
- Record information using the form below
- WAIT FOR INSTRUCTIONS FROM THE MAIN OFFICE OR LAW ENFORCEMENT REGARDING APPROPRIATE RESPONSE INTERVENTION

Date:  
Time: 

Call Received by:  
At Phone #:  

When is the bomb set to explode?

Where is it located?

What will cause it to explode?

What kind of bomb is it?

Did the person give a reason for the threat?

Can you identify the caller?

Exact threat:

<table>
<thead>
<tr>
<th>Voice on phone:</th>
<th>Man</th>
<th>Woman</th>
<th>Child</th>
<th>Age:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Speech Impediment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>intoxicated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accent?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Background noise:</th>
<th>Music</th>
<th>Talk</th>
<th>Children</th>
<th>Machines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vehicle</td>
<td>Typing</td>
<td>Traffic</td>
<td>Airplane</td>
</tr>
<tr>
<td></td>
<td>Party</td>
<td>Other background noise:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Information:

Completed By:  
Date:  

| Additional Information: |       |       |       |         |
Appendix C: Emergency Organization Chart
Appendix D: School Evacuation Map
Appendix E: School Organization/Emergency Response Chart
School Incident Response Flow Chart
Incident Response Flow Chart

**STUDENT DISCIPLINE POLICY**
Capuchino High School’s discipline plan is based on:
- The degree of the infraction committed by the student.
- Previous conduct of the student.

Unacceptable behavior will be remedied through progressive discipline that becomes more rigorous as the behavior of the student becomes more serious and/or frequent.

Once the student has progressed through the classroom discipline plan and continues to exhibit unacceptable behavior, he or she will be referred to the Dean or Assistant Principal. The student will be dealt with based on the seriousness of the offense and his or her previous conduct. Infractions and misconduct are divided into three levels, each level having its own set of consequences. These levels will be used as guidelines by the administration in applying appropriate disciplinary consequences to students choosing to violate classroom and/or school rules. *(Please note the administration reserves the right to use discretion when assigning appropriate disciplinary measures)*

<table>
<thead>
<tr>
<th>Level</th>
<th>Infractions</th>
<th>Subject to but not limited to</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Classroom disruption, Off task, Cutting class, Tardy to class, Out of Bounds, Parking Violation, Using Bike, Skateboard/board or Scooter on campus, Violation of Computer use agreement, Use of electronic devices during class time or passing period, Laser pointer, Littering (including birthday cake), Dress code violation</td>
<td>Teacher Detention, Referral to the Dean, Parent phone call, Parent Conference, Referral to School Safety Advocate, After-School Detention, Thursday/Saturday School, Campus Clean-Up, Suspension of School Activity Privileges</td>
</tr>
<tr>
<td>II</td>
<td>Disobeying school authority, Failure to serve Teachers Detention, Forgery or Alteration of school documents or official records, Use of electronic devices during class time, Gambling, Violation of Academic Integrity Policy, Committed an obscene act or engaged in profanity or vulgarity directed towards students, Use of profanity/vulgarity to intimidate others, Use of profanity or obscene gestures, Truancy, Possession or use of alcohol, tobacco or other drugs, Fighting/play-fighting, Possession of stolen property, Vandalism, Tagging, Graffiti, Cyber-bullying (Texts, Instagram, Facebook, etc.), Bullying, Pranks (i.e., Senior Pranks)</td>
<td>Teacher Detention, Referral to Dean/AP, Parent phone call/conference, Suspension, After-School Detention, Thursday/Saturday School, Community Service, Suspension of School Activity Privileges, Restitution of Damages, Incident Review Conference, Formal Reprimand Contract</td>
</tr>
</tbody>
</table>
### Appendix F: Annual School Checklists

**SAN MATEO UNION HIGH SCHOOL DISTRICT**

**ANNUAL EMERGENCY REVIEW CHECKLIST**

School: Capuchino High School  
School Year:

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>RESPONSIBLE PERSON</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>School Facilities/Grounds Hazard Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>Review School Buildings Plan</td>
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<tr>
<td>July</td>
<td>Review Evacuation Routes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Update Emergency Phone Numbers and Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Inventory of Special Staff Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Survey of Neighborhood Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Assign Staff Emergency Functions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Update Site Web Site with Parent Emergency Information</td>
<td></td>
<td></td>
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<tr>
<td>September</td>
<td>Send Message to Parents/Parent Groups re: Emergency Plans, contact information, etc.</td>
<td></td>
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</tr>
<tr>
<td>September</td>
<td>Update Bus Routes to Identify Potential Hazards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Staff Orientation of Plan</td>
<td></td>
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</tr>
<tr>
<td>1st Sem</td>
<td>Fire Drill</td>
<td></td>
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<tr>
<td></td>
<td>Earthquake Drill</td>
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<tr>
<td></td>
<td>Other Drill</td>
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<tr>
<td>2nd Sem</td>
<td>Fire Drill</td>
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<tr>
<td></td>
<td>Earthquake Drill</td>
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<tr>
<td></td>
<td>Other Drill:</td>
<td></td>
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<tr>
<td>April</td>
<td>Review Plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SCHOOL ADMINISTRATOR’S EMERGENCY PLANNING CHECKLIST – 1: PLANNING

### CHECKLIST – 1: Planning

<table>
<thead>
<tr>
<th>Item</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS/CORRECTIVE ACTION NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you and your staff aware that, under Government Code 3100, you are Disaster Service Workers? Do you and they understand what this entails?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your school have a disaster plan and is it updated regularly?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Have you identified a team of leaders in your school community who will assist in your emergency planning efforts?</td>
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<td></td>
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</tr>
<tr>
<td>Are you, your teachers and your staff aware of what roles and responsibilities they have under the plan?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does your plan incorporate the principles of SEMS (Standardized Emergency Management System) and NIMS (National Incident Management System) as required?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Is your staff trained to perform the responsibilities under SEMS/NIMS?</td>
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<td></td>
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</tr>
<tr>
<td>Have you had drills and exercises that involve the performance of SEMS/NIMS duties?</td>
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<tr>
<td>Have you conducted an inventory of the kinds of skills or needs of your staff?</td>
<td></td>
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</tr>
<tr>
<td>Have you trained your staff in CPR, basic First Aid, SERT (School Emergency Response Team), damage assessment and search and rescue?</td>
<td></td>
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</tr>
<tr>
<td>Does your staff know the location and have maps of the facility showing the main gas, electricity and water shut-off valves?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Have you made a list and map of the locations of first aid and emergency supplies and made sure the items are restocked on a regular basis?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your site have sufficient supplies (water, food, blankets) to handle emergency situations that may last up to three days?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is everyone aware of primary evacuation routes and alternate routes? Do your drills include using alternative routes?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have bookshelves, file cabinets, free-standing bookcases, aquariums, etc. been bolted to the wall or arranged to support each other?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CHECKLIST – 2: Mitigation</strong></td>
<td><strong>YES</strong></td>
<td><strong>NO</strong></td>
<td><strong>COMMENTS/CORRECTIVE ACTION NEEDED</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>Have heavy items been removed from the tops of bookshelves and cabinets?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have windows in classrooms and other campus buildings been equipped with safety glass or covered with protective film?</td>
<td></td>
<td></td>
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<tr>
<td>Are partitions, suspended ceilings, overhead lights and air ducts secured to the structure of the building?</td>
<td></td>
<td></td>
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<tr>
<td>Are televisions mounted and secured properly in classrooms?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you evaluated exits in classrooms, multipurpose rooms and offices to ensure they will remain clear for evacuation routes in an emergency?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have inventories been made of hazardous materials throughout your schools and facilities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are hazardous materials identified, separated and stored properly?</td>
<td></td>
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<tr>
<td>Is there an earthquake preparedness program in your plan?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Are there any programs established between the District, agencies and community groups that discuss the school District’s policies regarding student release and retention and the development of family preparedness plans?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How and where are you storing vital data, plans and records? Do you have duplicate copies of important documents stored in an off-site location?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does your District have a policy requiring the use of SEMS/NIMS?</td>
<td></td>
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<tr>
<td>Has your administration clearly communicated OES policy and performance expectation to all staff?</td>
<td></td>
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</tr>
<tr>
<td>Has your District incorporated the principles of SEMS/NIMS in its plan, emergency response procedures and training materials?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Are the school site plans coordinated with the District’s plan?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your staff been trained in SEMS/NIMS and do they understand the basic principles as required?</td>
<td></td>
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</tr>
</tbody>
</table>
## SCHOOL ADMINISTRATOR’S EMERGENCY PLANNING CHECKLIST – 3: RESPONSE

<table>
<thead>
<tr>
<th>CHECKLIST – 3: Response</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS/CORRECTIVE ACTION NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has your staff been trained in how to perform any functions to which they may be assigned during a declared disaster?</td>
<td></td>
<td></td>
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<tr>
<td>Does your school District have an arrangement with structural engineers who will report to the campus directly after a disaster to evaluate the facilities?</td>
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<tr>
<td>Do you have arrangements in place with local vendors to provide services, fuel for generators, and materials to support recovery efforts?</td>
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<tr>
<td>Have you identified an evacuation site? Is there an alternate location if your original site is not useable?</td>
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<tr>
<td>Have you determined how to transport students to an alternate location if necessary?</td>
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</tr>
<tr>
<td>Do you know if your school has been designated as a potential mass care shelter? Do you have a Memorandum of Understanding with public health agencies or with the American Red Cross?</td>
<td></td>
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</tr>
<tr>
<td>Do you know what to do with seriously injured students?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Does your school have clearly established student tracking procedures?</td>
<td></td>
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<tr>
<td>Have you developed emergency sanitation procedures?</td>
<td></td>
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<tr>
<td>Have you determined who will serve as the Public Information Officer to provide information to the media after a disaster, and is that person properly trained in accordance with SEMS/NIMS?</td>
<td></td>
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<tr>
<td>Have you identified personnel who can translate information to non-English speaking parents or guardians?</td>
<td></td>
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<tr>
<td>Has a central Emergency Operations Center (EOC), “command post” or other central planning area been identified?</td>
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</tr>
<tr>
<td>Has the EOC been equipped with maps of the campus, facilities and hazards in the area, a student roster for the current year, first aid supplies and other tools necessary to manage the emergency response after a disaster?</td>
<td></td>
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</tr>
</tbody>
</table>
Does your campus have an internal communication system such as walkie talkies, bullhorn and/or public address system?
SCHOOL ADMINISTRATOR’S EMERGENCY PLANNING CHECKLIST – 4: RECOVERY

The following items are usually District-level responsibilities. An individual campus site might want to check with its District to determine the procedures that will be followed or develop a campus plan.

CHECKLIST – 4: Recovery

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>COMMENTS/CORRECTIVE ACTION NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Have you Identified record keeping requirements and sources of financial aid for disaster relief?

Is someone designated to determine if buildings are safe after an event?

Do you have an established absentee policy for staff and students after a disaster?

Do you have an established agreement with mental health professionals to provide counseling to students and their families after the disaster?

Are there established alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, on-line teaching, etc?

Is there a plan for conducting classes if some of the school facilities are damaged – half-day sessions, alternative sites, portable classrooms?

Are you familiar with the procedures involved, and forms used in claiming disaster assistance from the state and federal governments? Work with your local or state emergency services professionals to maximize your cost-recovery abilities.

Checklist adapted from:

SAN MATEO UNION HIGH SCHOOL DISTRICT
SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST

School: Capuchino High School
School Year:

### School Exterior and Play Areas

<table>
<thead>
<tr>
<th>SCHOOL EXTERIOR AND PLAY AREAS</th>
<th>YES</th>
<th>NO</th>
<th>COMMENTS/CORRECTIVE ACTION NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>School grounds are fenced.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Signs posted for visitors to report to office and sign-in</td>
<td></td>
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</tr>
<tr>
<td>Restricted areas are clearly marked</td>
<td></td>
<td></td>
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<tr>
<td>Shrubs and foliage are trimmed for good line of sight.</td>
<td></td>
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<tr>
<td>Bus loading and drop-off zones are clearly identified.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Access to bus loading area is restricted to other vehicles during loading/unloading.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Staff is assigned to bus loading/ drop-off areas.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>There is a maintenance schedule for:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a. Outside Lights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Locks/Hardware</td>
<td></td>
<td></td>
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<tr>
<td>c. Storage Sheds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Windows</td>
<td></td>
<td></td>
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<tr>
<td>Parent drop-off and pick-up area is clearly defined.</td>
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</tr>
<tr>
<td>Lighting around the building is adequate.</td>
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<tr>
<td>Lighting is provided at entrances and other possible access points.</td>
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</tr>
<tr>
<td>Directional lights are aimed at the building.</td>
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</tr>
<tr>
<td>The school is free of graffiti.</td>
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<tr>
<td>Play areas are fenced.</td>
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<td></td>
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<tr>
<td>Playground equipment has tamper-proof fasteners.</td>
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<tr>
<td>Visual surveillance of bicycle racks is possible.</td>
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<tr>
<td>Visual surveillance of parking lots is possible.</td>
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<tr>
<td>Parking stickers are issued for assigned parking areas.</td>
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<tr>
<td>Ground floor windows have no broken panes.</td>
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<tr>
<td>Locking window hardware is in working order.</td>
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<tr>
<td>Doors are locked when classrooms are vacant.</td>
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<tr>
<td>Basement windows are protected with grill or cover.</td>
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<tr>
<td>High-risk areas are protected by security locks.</td>
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<td></td>
</tr>
<tr>
<td>a. Main Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Cafeteria</td>
<td></td>
<td></td>
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</tbody>
</table>
School Exterior and Play Areas

**SCHOOL EXTERIOR AND PLAY AREAS**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>COMMENTS/CORRECTIVE ACTION NEEDED</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>c. Computer Lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Industrial Arts rooms</td>
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<tr>
<td></td>
<td>e. Science Labs</td>
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<tr>
<td></td>
<td>f. Nurse’s Office</td>
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</tr>
<tr>
<td></td>
<td>g. Boiler Room</td>
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<tr>
<td></td>
<td>h. Electrical Rooms</td>
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</tr>
<tr>
<td></td>
<td>i. Phone line access closet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>j. Emergency cache storage facility</td>
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<tr>
<td></td>
<td>k. Other (describe):</td>
<td></td>
</tr>
</tbody>
</table>

Unused areas of the school can be closed off during after-school activities
Restricted areas are properly identified.
School has written regulations restricting students’ and visitors’ access to buildings and grounds.
Other (describe):
Other (describe):

SCHOOL INTERIOR

**SCHOOL INTERIOR**

School has a central alarm system
The entrance is visible from the main office
The entrance for visitors is clearly marked and designated
Multiple entries to the building are controlled and supervised
Visitors are required to sign-in
Visitors are issued I.D. badges or passes
Proper identification is required of vendors, repairmen
All staff (full-time, part-time and bus drivers) are issued an ID card that is worn in a visible manner

10. The following areas are properly lighted:
   a. Hallways
   b. Bathrooms
   c. Stairwells
   d. Other

Hallways and bathrooms are supervised by staff.
SCHOOL INTERIOR

Bathroom walls are free of graffiti.  

Doors accessing internal courtyards are securely locked from the inside.  

Exit signs are clearly visible and pointing in the correct direction.  

Computers are plugged into protected circuit breakers; plugs are not daisy-chained.  

Access to electrical panels is restricted.  

Mechanical rooms and other hazardous areas are kept locked using key-only access locking system.  

School files and records are maintained in locked, vandal-proof, fireproof containers or vaults.  

School maintains a record of all maintenance on doors, windows, lockers and other areas of the site.  

Students are restricted from entering vacant classrooms alone.  

Students are required to have written permission to leave school during school hours.  

There are written regulations regarding access and control of school personnel using the building after hours.  

Faculty members are required to lock classrooms upon leaving.  

A person is designated to perform the following security checks at the end of the day:  

a. All classrooms are locked.  
   b. All restrooms are empty.  
   c. All locker rooms are empty.  
   d. All exterior entrances are locked.  
   e. All night lights are working.  
   f. The alarm system is set.  

The telephone numbers of the principal and/or other assigned contact people are provided to the local police department and fire department in the event of a suspicious or emergency situation.  

Law enforcement personnel monitor school grounds after school hours.  

All school equipment is permanently marked with an identification number.  

An up-to-date inventory is maintained for all expendable school supplies.  

School storage is available for valuable items:  

a. During school hours
SCHOOL INTERIOR

b. After school
The school has regular maintenance and/or testing of the security alarm system at least annually.
Classrooms are numbered.
The public address system works properly.
   a. It can be accessed from several areas at school.
   b. It can be heard and understood outside.
Convex mirrors are used to see around hallway corners.
There is two-way communication between the office and:
   a. Classrooms
   b. Duty stations
   c. Portable classrooms
   d. Staff outside the building
   e. Bus drivers
   f. Maintenance personnel
   g. Other (describe)
A control system is in place to track keys and duplicates.
Other (describe)
Other (describe)

SCHOOL POLICY DEVELOPMENT AND ENFORCEMENT

School Conduct Policy is reviewed and updated annually
A visitor screening policy is in effect.
The school has a Crisis Management Plan in effect that is reviewed and updated annually.
A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.
The school has implemented proactive security measures on campus, at school-sponsored events, and on all school property (to include school buses).
Disciplinary consequences for infractions of the Code of Conduct are fairly and consistently enforced.
Parents are an integral part of student discipline procedures and actions.
The school provides a system for anonymous reporting of problems or incidents by staff and students.
Specific policies and/or procedures are in place that detail staff responsibilities for monitoring and supervising students outside the classroom (e.g., hallways, cafeteria, and restrooms).
School has implemented a proactive policy regarding parental actions during sporting events.
The Workplace Accident and Illness Prevention Program is an integral part of the School’s Safety Plan.

DATA COLLECTION PROCEDURES

All violations of state and federal law are reported to law enforcement.
A reporting procedure for disruptive and violent incidents on campus has been established.
Records of data have been established to identify and analyze recurring problems.
Accident reports are filed when a student is injured on school property or during school-related activities.
The incident reporting system is reviewed and updated annually.

INTERVENTION AND PREVENTION PLAN

Additional Comments:

Prepared By:
Date Prepared:

* School Safety/Hazard Assessment Checklist adapted from work by the Virginia State Education Department and modified by the New York State Police as a resource for school administrators.
SAN MATEO UNION HIGH SCHOOL DISTRICT
ANNUAL CLASSROOM SAFETY/HAZARD ASSESSMENT CHECKLIST

School: Capuchino High School
Audit Performed by: 
Room #: 
Date: 

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

- Are all lighting fixtures securely mounted, in good condition, and clean? Are exposed bulbs covered with lenses?
- Are electrical outlets and switches in working order with covers present?
- Is the number of electrical outlets adequate to permit the use of classroom equipment without requiring the permanent use of extension cords?
- Are potential hazards eliminated, such as uncovered extension cords across aisles, improperly grounded electrical equipment, blinds in poor repair, etc.
- Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?
- Are heavy objects removed from high shelves? (High shelves are shelves above the heads of seated students/teacher desk)
- Are desks, chairs, table in good repair?
- Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?
- Is the T.V. monitor securely fastened to a securely fastened platform and/or cart?
- Are wall-mounted projections screens in proper working order and properly secured to the wall?
- Are computers, printers and other heavy equipment secured to prevent movement?
- Is the classroom piano secured against rolling during an earthquake?
- Are wall-mounted clocks, maps, fire extinguishers, etc., secured against falling?
- Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?
- Is lab equipment secure to prevent movement?
- Are chemicals stored in low, closed cabinets to prevent spillage?
- Has an inventory of the chemicals stored in the classroom been prepared and copy given to site administration?
- Are animal cages secured to prevent movement?
- Are aquariums and other potentially hazardous displays properly anchored and secured and located away from seating areas?
- Are floors in good condition and not slippery?
- Is there any loose or peeling paint present?
- When classes are in session, is access to classroom doors to the schoolyard, fire escape, corridors or connecting with other classrooms clear at all times?
- Is adequate aisle space provided to ensure a quick exit of students is possible?
- Are fire drill escape plan signs provided and up to date?
- Are fire extinguishers located in readily accessible positions?
- Does room have emergency bag(s)?
- Are emergency procedures posted in visible place?

**Form to be completed and returned to your Site Administrator no later than**

Comprehensive School Safety Plan 194 of 200 7/26/18
SAN MATEO UNION HIGH SCHOOL DISTRICT
EVACUATION ROUTES HAZARD CHECKLIST

School: Capuchino High School
Room #:
Audit Performed by: Date:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>

Is any maintenance and/or repair being done that places construction obstacles in normal evacuation routes?
Do hallways and/or doors contain glass panels?
Are these panels of safety (tempered) glass?
Do lockers, bookshelves and other storage units line hallways?
Is lighting dependent on electricity rather than sunlight?
Do building exit routes pass through arcades, canopies or porch-like structures?
Do building exit routes pass over bridges or near streams, rivers, canals, shorelines, seasonal wetlands or other bodies of water?
Are clay or slate tiles on roofs of school buildings?
Is building faced with parapets, balconies or cornices?
Are gas, sewer and power lines near outdoor assembly areas?
Other:
Other:
Other:
Other:

Additional Comments:

Note: (1) This form is to be completed each school year prior to return of teachers and staff. Form should be reviewed each semester noting any changes as appropriate.
(2) Results of this assessment may require:
• memo to staff alerting them to temporary changes in normal evacuation routes;
• completion of a Hazardous Report Form included in the Emergency Management Plan Appendices.
SAN MATEO UNION HIGH SCHOOL DISTRICT
DRILL/EXERCISE PLANNING CHECKLIST

School: Capuchino High School
Prepared by:

<table>
<thead>
<tr>
<th>ASSESS TRAINING NEEDS</th>
<th>DONE</th>
<th>DATE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the threats and hazards</td>
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<tr>
<td>What are the highest priority natural, technological or man-made hazards of the school?</td>
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<tr>
<td>What physical or geographic components of the school are most vulnerable to these threats?</td>
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</tbody>
</table>

**What functions are in most need of rehearsal?**

<table>
<thead>
<tr>
<th>Function</th>
<th>Done</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evacuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lockdown</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Communications</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Medical/First Aide</td>
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<td></td>
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<tr>
<td>Coordination and Control</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Incident Command</td>
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<td></td>
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<tr>
<td>External Agency Interaction</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Search and Rescue</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Student Release</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel Mgmt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource Mgmt/Supplies Distribution</td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
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</tbody>
</table>

**DEFINE THE SCOPE**

**Determine the suitable exercise types:**

<table>
<thead>
<tr>
<th>Exercise Type</th>
<th>Done</th>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Seminar</td>
<td></td>
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<td></td>
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<tr>
<td>Drill</td>
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<tr>
<td>tabletop</td>
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<tr>
<td>Functional</td>
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<tr>
<td>Full Scale</td>
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</tbody>
</table>

**Obtain Support of:**

- Superintendent
- Parents

**Coordinate with Participating Agencies:**

- Police
- Fire Department
- Public Works
- Emergency Medical Services
- School Resource Officer
- Hospital(s)
- State Agency(s)
- Volunteer Organizations
**DEFINE THE SCOPE**

- Local Authorities/
- Town Manager

**Prepare Pre-Exercise Notification:**
- Superintendent
- Parents

**Develop Planning Milestones**

**Coordinate Orientations and/or Trainings**

**Write Statement of Purpose**

**Compose Exercise Narrative/Scenario**

**Identify Expected Actions**

**WRITE MAJOR AND DETAILED EVENTS**

**Plan exercise enhancements:**
- Props
- Color cards
- Computers
- Press Releases

**Identify an evaluation team to determine how actions will be monitored and measured against plans and procedures**

**Prepare evaluation plan and checklists**

**Conduct pre-exercise briefings**

**POST EXERCISE OPTIONS**

**Conduct post-exercise review with staff and Other participants**

**Prepare After-Action Report**

**Identify post-exercise mitigation activities**

**Identify additional training/drills**

**Additional Comments:**
SAN MATEO UNION HIGH SCHOOL DISTRICT
AMERICAN RED CROSS FACILITY/SHELTER OPENING CHECKLIST

<table>
<thead>
<tr>
<th>AREAS TO REVIEW</th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>U</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are indoor and outdoor walking surfaces free of tripping or falling hazards (uneven sidewalks, unprotected/raised walkways, ramps, or docks; loose/missing tiles; telephone wires; extension cords; etc.)?</td>
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<tr>
<td>Are the paths to exits relatively straight and clear of obstructions (blocked, chained, partially blocked, obstructed by garbage cans, etc.)?</td>
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<tr>
<td>Are all emergency exits properly identified and secured?</td>
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<tr>
<td>Are there at least two exits from each floor?</td>
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<tr>
<td>Are illuminated exit and exit directional signs visible from all aisles?</td>
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<tr>
<td>Is there an emergency evacuation plan and identified meeting place?</td>
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<tr>
<td>Are there guidelines for directing occupants to an identified assembly area away from the building once they reach the ground floor?</td>
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<tr>
<td>Are there any site specific hazards (hazardous chemicals, machinery?) If so describe.</td>
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<td>Is the facility clean, neat, and orderly?</td>
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<tr>
<td>Are the following building systems in good working order: Electrical</td>
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<tr>
<td>Water</td>
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</tr>
</tbody>
</table>
Sewage System
HVAC, if necessary
Other:

Other:

Are fire extinguishers and smoke detectors present, inspected and properly serviced?
If power fails, is automatic emergency lighting available for egress routes, stairs, and restrooms?
Are first aid kits available and fully stocked? Where:
Will occupants of the building be notified that an emergency evacuation is necessary by PA or alarm?

**ANY DAMAGE OR ADDITIONAL COMMENTS:**

American Red Cross Reviewer’s Signature: 
Facility Reviewers Signature: 
Date: 
Date:
Appendix G: Additional Attachments